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ABSTRACT

This information pack gives practical ideas to support school action against bullying. Included in the materials are two booklets (one for teachers, one for parents) and supporting information. The teachers' booklet suggests ways non-teaching staff and school board or governing bodies can act to support the school against bullying. It also discusses how to work with pupils' families. The family booklet offers advice and information to pupils and their families about what to do if children are bullied or are bullies at school. The support materials include scenarios, information sheets, and "finding out" strategies. The scenarios are intended as discussion starters for non-teaching staff and parents. They illustrate different kinds of bullying behavior, and raise questions about home-school relations and about the role of non-teaching staff in taking action against bullying. The information sheets provide details on the following: improving and developing safe playgrounds; updates on books, articles, and workshop materials; and information about organizations which can offer advice about bullying. The three finding out sheets give ideas about gaining awareness of bullying in your own school. The aim of the pack is to support schools working with their local communities to tackle bullying. (RJM)

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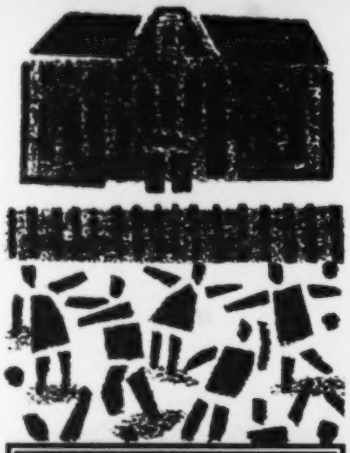

SUPPORTING SCHOOLS AGAINST BULLYING

The Second SCRE Anti-Bullying Pack

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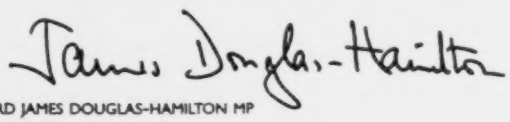
FOREWORD

Bullying can take different forms. It can leave children hurt, distressed and frightened. Only by openly acknowledging the problems caused by bullying and by seeking to involve the whole school community – parents, pupils, teachers and non-teaching staff – can we hope to tackle it effectively.

Following the well-deserved success of the earlier SCRE pack, 'Action Against Bullying', which was distributed to schools throughout the UK, SCRE has now produced a follow-up pack which focuses on ways of involving non-teaching staff and families.

I very much welcome this further initiative and I commend this new pack to all who are concerned to stamp out bullying in our schools.



LORD JAMES DOUGLAS-HAMILTON MP
MINISTER FOR EDUCATION

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The authors would like especially to thank:

- The members of the advisory committee who assisted us in developing the pack.
- The teachers, parents and others who gave information and suggestions, and commented on the pilot version.

The Scottish Council for Research in Education is grateful to the Health Education Board for Scotland for its support for the family booklet and to the Scottish Office Education Department for its ongoing commitment to anti-bullying initiatives in Scotland.

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CONTENTS

This pack has been designed for use by schools as part of their anti-bullying programmes. You are free to photocopy the support materials for your own use.

BOOKLETS

Bullying and How to Fight it:
A guide for families

School Action Against Bullying:
Involving parents and non-teaching staff

SUPPORT MATERIALS

Training and Awareness Raising

Scenario discussion starters illustrating different kinds of bullying behaviour and school responses to help focus discussion at meetings and training sessions

Guidance on writing your own scenario

Finding out

Does bullying exist in your school?

Two case studies of school action

How well is your policy working?

Information

Improving school grounds, breaks and playtimes

Information up-date

Organisations offering advice

Illustrations by *David Sim*
Drawings (Scenario 1) by *Jerry Neville*
Cover design by *Mark Blackadder*
Text design, presentation and typesetting by *Rosemary Wake and Catherine Hart, SCRE*

'*Supporting Schools Against Bullying*' is about involving everyone in anti-bullying action – with a special focus on families, parents' groups and non-teaching staff. The pack contains two booklets. One is a guide for families. The other provides guidance for headteachers on involving parents and non-teaching staff in the school's anti-bullying policy.

The pack includes three sets of photocopiable materials:

- 'Scenario' discussion starters for training sessions
- Information on publications and useful organisations
- Ways of finding out about bullying in your school.

This is the second SCRE anti-bullying pack. The first '*Action Against Bullying*' concentrated on raising awareness among teaching staff and developing a school policy.

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THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

BULLYING AND HOW TO FIGHT IT

A Guide for Families

Andrew Mellor

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This booklet also forms part of a pack for schools called ***Supporting Schools Against Bullying***. Also in the pack are a booklet for headteachers, information sheets and discussion materials. It aims to encourage the whole school community to work together to fight bullying.

Illustrations: David Sim

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School Bullying: a guide for families

This booklet is for the families of children and young people who are involved in bullying whether as victims or bullies.

It is for families who are worried that their young people may become involved in bullying.

It is for everyone who wants to help schools get rid of bullying.

Bullying cannot be stopped by parents, pupils or teachers acting alone.

The advice below is therefore the most important thing in this booklet.

If someone in your family is being bullied — you must tell a teacher.

If you are worried that someone in your family may be bullied — speak to a teacher.

If you want to help rid your child's school of bullying — work with the teachers.

Talking is the only way to stop bullying.

Stopping Bullying

Bullying is not easy to define. Sometimes it involves hitting or kicking. However, threats, teasing and taunting are more common and can be more damaging. The important thing is the effect on the victim.

Children who are being bullied feel powerless to stop it happening. They may be angry, frightened or bewildered. The families of these children are often angry and frustrated on their behalf.

All of these emotions are natural and parents have a right to feel angry if their children are bullied at school. No-one should ever underestimate the fear that a bullied child feels.

But these strong feelings sometimes make parents do things which make the bullying worse rather than better. Positive actions are needed.

Of course bullies must expect to be punished, but punishment alone will not solve the problem. If it is not backed up by other actions, it may just drive the problem underground.

Parents, teachers and pupils must be prepared to talk so that everybody understands how others feel.

Although this is not easy, it is the only effective way to stop bullying.

Contacting the School

If someone in your family is being bullied you must contact the school.

The best person to speak to is someone you already know and trust. It is helpful if this person has a senior position within the school but it is most important to choose someone who will take your concerns seriously.

If you do not know anyone in the school, or if your concerns are very serious or urgent, go to the school or telephone and ask to speak to the headteacher.

Sometimes you will be able to speak to the head at once but if this is not possible insist on speaking to someone else. The deputy or assistant head should be available. In a primary school you could ask to speak to your child's class teacher or to a senior teacher.

Ask the school secretary if you are unsure who would be the best available person to speak to. In secondary schools there are guidance teachers or teachers responsible for pastoral care. Some schools have teachers who are responsible for particular classes or houses or year groups.

Most schools will make sure that there is always someone available, during term time, to answer urgent enquiries.

If you cannot speak to somebody at once, be *persistent*.

Bullying is serious and should be dealt with immediately.

If possible, speak to someone you know and trust.

People have a right to be different.

Victims

Anybody can become the victim of bullying. All it takes is to be in the wrong place at the wrong time.

Bullies try to justify what they are doing by emphasising that the victim is different in some way. This may be a real difference which makes them especially vulnerable. For example, they may:

- have a different colour of skin
- speak with a different accent
- have a disability
- wear different clothes
- have a different belief or religion
- come from a particular part of town.

However, if there is no real difference then the bullies may invent one. Most schools tackle topics about differences in lessons. This can help to reduce bullying. Ask your school for information. What do teachers cover in personal and social education or in religious education?

Not all children who are different are bullied and some victims never know why they have been singled out:

"When I was at primary school I got picked on non-stop for two years. No-one talked to me. I hadn't done anything to get blamed for, and I still don't know the reason I got picked on. I wasn't any wealthier or poorer or a different race.

I used to cry myself to sleep every night. I was miserable. My parents knew and they talked to the headmaster but he wasn't interested and said he couldn't do anything about it. My parents knew all the bullies' parents. One girl even lived in the same street and we had been friends since we were two. Like a sheep she dumped me because no-one else talked to me. This all happened in primary 6 and I have lost nearly all my self-confidence and hate being on my own. I'd hate to think this was happening to anyone else. I have a fear that if one girl doesn't talk to me they will all start again and it will never stop. I don't want it to go on for the rest of my school life. I couldn't cope." *(14 year old girl)*

Bullies

Experts say there are two reasons why people bully others. One is because they enjoy the feeling of power it gives them. The second is because members of a group can feel closer to each other by picking on an 'outsider'.

Children have their own explanations -

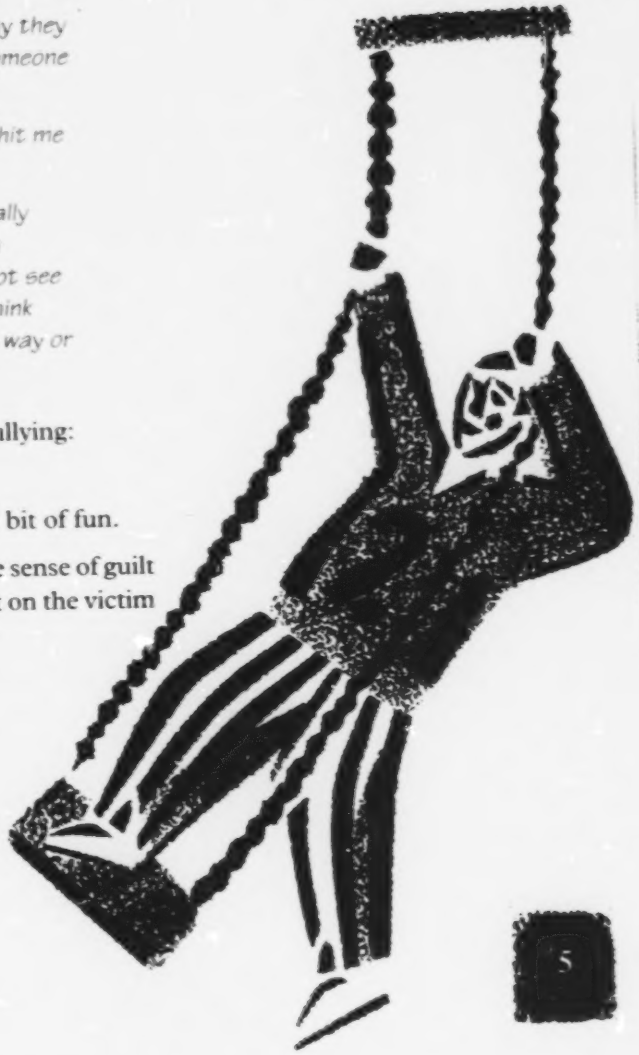
"when people bully people it may not be their fault because, say they are going about in a group, they may be bullied into bullying someone else." (14 year old girl)

"I do bully sometimes but I do not mean to. My uncle used to hit me as a child and now I hit other people." (15 year old boy)

"I have never actually set out to bully someone myself. It usually comes about when someone is being annoyed and provides an amusing reaction that I begin to join in. At the time you do not see it as bullying, although you may have doubts later. I do not think there is anyone at school who has not bullied someone in one way or another." (16 year old boy)

These statements tell us some important things about bullying:

- Bullies can also be victims.
- Bullies often think that what they are doing is just a bit of fun.
- When a group bullies an individual there may be little sense of guilt because of the shared responsibility — but the effect on the victim can be devastating.



"I found it hard to tell my parents."

Parents

The victims of school bullying need the support of their families, their teachers and their friends. Grandparents and other adults in the family are often keen to listen and to try to help. Any advice children are given must be appropriate. Telling a bullied child to hit back seldom works. And repeated taunts cannot simply be ignored.

"When I was being bullied I found it hard to tell my parents (especially my Dad) because they always tell stories about how, when they were young, if anyone hit them then they got what for. So when I told them I was being bullied they expected me to do the same. But I couldn't. When they asked me how I'd got on, I told them I'd sorted it out when really I hadn't. It's not just because I'm afraid. I don't believe in violence." (12 year old boy)

Children hide the fact that they are being bullied from their parents because they are frightened of what the bullies will do if they tell, or because — like the boy above — they are frightened of their parents' reaction.

Children who are bullying others either hide the fact from their parents or present them with an edited version of events.

If your child is involved in bullying, as a victim or a bully, he or she needs your confidence and understanding. Listen to your child. Trust your child. But bear in mind that he or she may not have told you the full story.

Sisters, Brothers and Friends

Brothers, sisters and friends often know that someone is being bullied long before teachers and parents do. Sometimes the bullied person asks them not to do anything. Sometimes they do nothing in case the bullies start to pick on *them*. But doing nothing usually means that the bullying carries on, or that the bullies become more confident and choose more victims. Part of the fun that bullies get comes from the reaction of bystanders. If you do nothing the bullies may think that you approve of what they are doing.

Here are some things you can do. If any of them do not work, don't give up. Try something else.

- ☑ Persuade the person who is being bullied to tell a teacher.
- ☑ Persuade the person who is being bullied to tell a parent.
- ☑ Encourage your sister, brother or friend to talk to you about what is happening
- ☑ Offer to speak to an adult on the bullied person's behalf.
- ☑ Let the bullies know that you are not so frightened of them that you will do nothing and that you are determined to see that they stop.
- ☑ Raise the issue of bullying with the student council (if your school has one) or in class discussions in subjects like English, drama, religious education, or social education.

Here are some things you should not do.

- ☒ Do not use violence against the bullies — you might end up being accused of bullying yourself.
- ☒ Do not tell your sister, brother or friend that they should deal with the problem on their own — if that was possible they wouldn't be asking you for help.
- ☒ Do not try to deal with things on your own.

Involve as many people as possible. In particular make sure that teachers know what is going on — but, most of all, talk to somebody.

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Understanding Schools

The parents of the victims of bullying often become very angry when schools seem not to punish bullies. Punishment may help to deter bullying and it can be a clear signal of a school's disapproval of this type of behaviour. However, there can be very good reasons why schools use other methods of dealing with bullying.

Before bullies can be punished there must be a clear case against them. Establishing the facts can take a long time. It may not even be possible. Meanwhile the bullying continues. A school's priority should be to stop bullying at an early stage, not to wait until it has become serious enough for the bullies to be punished.

Whether your child is being bullied or is bullying others, try to remember that bullies may need help as well as punishment. They may need help to come to terms with personal problems or to understand the effect of their actions. Members of a bullying gang may feel little sense of guilt if all they have done is to call someone names in fun.

The key to stopping bullying is getting those involved to talk about what is happening. The teachers may well decide that it is a good idea to get the parents, as well as the children, together. But this will only do any good if there is a calm atmosphere and a common desire to bring an end to bullying.

Be patient if the school **does** seem to be trying to help. Bullying is a difficult problem which is not easy to solve.

Bullies may need help as well as punishment.

Don't believe everything you hear about a school — but do ask questions.

Starting School

Many children worry about being bullied when they are about to start a new school. This is not helped by people who tell tales about what happens to new children at school.

In fact most of these tales are not true, but parents should not hesitate to speak to someone at the school about this. Teachers and parents should work together to counteract such gossip.

Children who are transferring from primary to secondary school and those joining a class part way through a term, may be particularly vulnerable.

Parents should ask schools what they do to support such children.

No school is completely free from bullying. Be very wary of any school that claims it is.

Most schools recognise that bullying can happen. They will often have a policy to stop it happening. They will also help parents to stop bullying.

Other schools may be reluctant to admit that bullying takes place. It is still worthwhile asking if parents can work with such schools to make sure that it stays bully-free. This can be a first step to finding out whether children are being bullied.

Better Schools

Schools which adopt positive anti-bullying policies are better schools. They are better not just for those pupils who are involved in bullying but better for all pupils and teachers. A school board chairman in such a school described the immediate benefits—

"An already happy and vibrant school now has a much greater awareness of the potential problems and is able to meet them head on before they become major."

If someone in your family is being bullied your main interest will be in making sure that the bullying stops. However, by encouraging a school to adopt the type of policies advocated in this booklet, you will help to bring about other improvements:

Honesty — once the school has acknowledged that bullying may be a problem it will become easier to face up to other sensitive issues.

Openness — children who are encouraged to talk about bullying will also learn to speak out about related issues like child abuse, racism and sexual harassment.

Involvement — if parents, teachers, pupils and non-teaching staff all play a part in the development of a successful anti-bullying policy, the school will come to see the advantages of involving as many people as possible in discussions about other policy areas.

Do not feel guilty about making a fuss about bullying. By doing so you will be helping many children as well as your own. Remember, bullying ruins lives. The misery experienced by a victim of purely verbal violence was described by a sixteen year old boy—

"I have been picked on. People think I am nothing and say anything they want to me. Every day I feel rejected. It's not that people use violence against me but I feel as if I am treated as a dustbin. I do want to come forward about this but as I am leaving in a few months I don't see any reason to do so. Nor have I the courage."

Help is available — keep trying till you find it

Getting Help

All schools have a responsibility for the personal and social welfare of their pupils, and that includes making sure that they are not bullied.

Trained and sympathetic people may also be available in the following organisations. Just keep trying until you find them.

Local authority education offices
State schools come under the supervision of local authorities. Most employ someone who has expertise in personal and social education or guidance. In Scotland this may be an assistant director of education or an education adviser. In England and Wales, schools and local authorities employ people who are responsible for the pastoral care of pupils.

Psychological services
Educational psychologists have the training and experience to help — if they have time. They have a heavy workload helping children with learning and emotional problems, and children involved in bullying have to take their place in the queue. For details of your local centres contact the local education offices.

Police
The police are sometimes reluctant to become involved with bullying. However, with a return to neighbourhood police officers and the introduction of community involvement branches, they have recently started to improve links with schools. Asking the police to intervene in bullying is a drastic step but in cases of serious assault or harassment it may be unavoidable. The police may also have to be called in if the bullying happens outside school.

Getting Advice

Medical Advice

School nurses and doctors sometimes become aware of bullying incidents through their work with individual pupils. A child who is significantly injured by bullying, either physically or emotionally, should be taken to a doctor. General practitioners can call in specialists, such as hospital psychologists, where necessary.

Legal Advice

Going to law is usually expensive and the outcome is always uncertain but there may be occasions when legal advice can be helpful, for example if a school refuses to accept responsibility for a bullying incident. The Scottish Child Law Centre has a free advice phoneline and welcomes calls from families. A similar service is provided in England and Wales by the Children's Legal Centre (see the list of helpful bodies on page 22).

General Advice

Other organisations which may be helpful include social services, the Citizens' Advice Bureau and the Samaritans. Their telephone numbers are in your local phone book. Your local church, mosque or other religious organisation is also a place where personal problems can be discussed. You may also consider contacting your local community relations council. Several voluntary organisations have a special interest in bullying. These include Childline and the Anti-Bullying Campaign. They provide valuable advice to children and families but how much they can do is limited by their resources. (Again see page 22).

Stay calm.
Be persistent.

Ostrich Schools

"I do not think bullying is a big problem in this school. I do not think we need to do more work on it." (Assistant Headteacher)

Such attitudes are not common but they do exist. A parent told this may well think that **all** the teachers in a school think the same way. But this is not at all likely to be true.

- Insist on speaking to another teacher. Stay calm. Be persistent.
- If you are concerned about incidents involving your child, offer to help the school in any way that you can.
- Accept any support which is offered to your child but make sure that the school works with **all** the children involved.
- If you are worried about bullying in general, you should try to spread your concern to as many people as possible.
- Speak to a member of the school board, or to a governor.
- Ask the headteacher if the school has a written policy on bullying. This is something schools are officially encouraged to have.
- Remind the head teacher that all state schools in the UK were sent a copy of the government-sponsored pack *Action Against Bullying.*

This pack provides help and advice for schools and contains the following statement: "The single most important thing a school can do to prevent bullying is to have a clear policy to which staff, pupils and parents are committed." Ask the headteacher what happened to the pack when it came into the school.

You should not exaggerate the scale of the problem and you should emphasise that your sole aim is to encourage the school to adopt positive anti-bullying measures.

Last Resort Action

If you are getting nowhere, put your concerns in writing in a letter to the headteacher, school board chairman or chairman of governors. If you are still not satisfied there are several more things you could try.

Some words of caution: they should force the school to take the problem more seriously but they may make future relationships between you and the teachers more difficult.

Think carefully before taking these steps, but there may be times when this is necessary.

- ☑ Contact the Director of Education.
- ☑ Approach your local councillor.
- ☑ Write to your member of parliament.

All schools in the United Kingdom are inspected at intervals. The systems of inspection vary but all are under government control. If you have tried everything else you could write to:

The Secretary of State for Scotland, New St Andrew's House, St James Centre, Edinburgh EH1 3TG, or,

The Secretary of State for Education and Science, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, or

The Secretary of State for Wales, Cathay's Park, Cardiff, CF1 3NQ.

The Secretary of State for Northern Ireland, Rathgael House, Baloo Road, Bangor, Co Down, BT19 7PR.

Some parents have moved their children to other schools because of bullying. Not everybody can do this — and if you follow the advice in this booklet it should not be necessary.

Remember: your child has a right not to be bullied.

"You don't see the teachers outside. They're in the warm having tea..."

Problem Areas

Schools have a responsibility to make sure that pupils are not bullied during the school day. It does not matter where the children are: in a classroom, the playground or even outside school on an excursion.

How far schools accept responsibility for pupils outside school (including during the lunch hour or on the way to and from school) depends very much on the head teacher. This is the greyest of grey areas.

The Playground

Most Scottish school playgrounds are supervised, and most have hidden corners that are difficult to oversee. It is unreasonable to expect children always to be in sight of an adult. However, it is even more unreasonable to lock children outside a building and force them together with little to do.

If this happens at your child's school, ask the school board/governing body or parent teacher association to discuss the provision of common room facilities, physical improvements to the playground and supervision arrangements. The children themselves will have strong views on these matters and should be consulted.

Some schools encourage children to spend their breaks constructively by providing games and play equipment and by organising special events and competitions.

Young people are more likely to behave in a civilised manner if they are allowed to spend their leisure time in civilised surroundings doing interesting things.

Bullying Outside School

School Buses

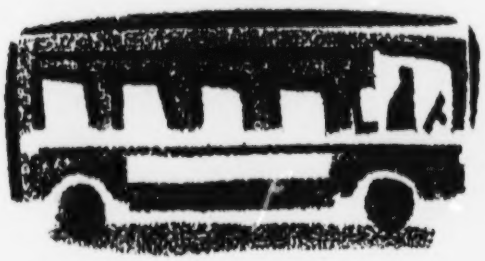
If bullying is happening on a bus provided by a local authority then parents can expect the school to do something about it. However there are a large number of children who travel to school on public transport. If the school refuses to become involved in such cases then parents should contact the police or transport operator directly. They should also consider the steps laid out on pages 14 and 15.

Walking To and From School

Children walking to school are in danger — not just from bullies. Young children should always be accompanied by an adult. (But how young is young? Where you live can be as important as age.) Older children should be encouraged to walk in groups. Children are sometimes bullied by their friends, so encourage them to tell you, or a teacher, at once, if anything upsetting happens while walking to or from school.

Bullying outside school often starts in school ("we'll get you later"). Or children may be bullied by outsiders because they go to a particular school. In any event, parents should always let the teachers know what is going on. Even if the school does not accept responsibility, you should be given guidance on the correct person to contact. Often the school will take up the matter on your behalf.

Dealing with bullying outside school needs the active co-operation of pupils, parents, teachers, other schools, the police and the general public, particularly those living near a school. Teachers are in the best position to seek this co-operation, even though they may well feel that they have no powers to intervene in events outside school.



Schools and Families

Most schools have some form of organisation to help parents and the school to work together. These bodies have different responsibilities and powers, some more formal than others. Whether they exist to control, advise or assist such organisations can all play a valuable part in supporting the school and helping to change it.

Schools may have either a parents association, a parent/teacher association or a parent/teacher and friends association. Many schools in Scotland have a school board. Other schools have governing bodies. Any of these organisations can be a focal point for parents and teachers working together to fight bullying. Whether your child is being bullied or not, if you are concerned, contact them and make sure that your voice is heard.

Bullying is a matter which affects the whole school as well as individual pupils. It creates an atmosphere of fear which is bad for all pupils including those who are not actually being bullied but fear they might be. Children who are being bullied are unable to concentrate on their lessons. Some even pretend to be ill or become truants because they are so frightened. Bullying is just the sort of issue that parent associations, boards and governing bodies **should** be discussing.

Headteachers usually attend meetings of these bodies, and they have a central role in discussions. Without the headteacher's support and active co-operation an anti-bullying campaign will not succeed.

Working Together

" That's a good school because they are facing up to it."

One primary school board launched a programme which was coordinated by a committee of teachers and parents. The parent teacher association was also consulted. The headteacher described the risks involved—

"People could either say, 'That's a terrible school because they have bullying', or they could say, 'That's a good school because they are facing up to it,' — we decided to take the risk."

The school's programme had four main aims:

- to hold a series of meetings to explain the school's anti-bullying campaign (which did not have the negative approach of punishment)
- to create an environment in which the children play happily together
- to let the children contribute to the behavioural rules of the school
- to encourage children to talk about bullying.

The school's play areas were reorganised to make supervision easier and the PTA raised £500 to buy games to be used during wet intervals. The headteacher described the success of the programme, and its challenges:

"children are now talking about bullying openly. My workload has increased and I do more counselling — we feel that we are only just starting. It has to be carried on for ever."

By raising the issue of bullying, parents' groups and similar bodies can influence the work of the school in a positive and lasting way.

Independent and Self-Governing Schools

There is no evidence to suggest that bullying is any more, or less, common in schools outside local authority control. Some of them have played a leading role in the development of action against bullying.

However families who are concerned about bullying in such schools will find significant differences:

- economic pressures may make it difficult for these schools to admit that bullying might be a problem
- a few are still battling against long-standing bullying traditions
- their very independence makes appeal to higher authorities difficult.

Most of these schools have governing bodies, although their powers vary widely. All of them are subject to the same system of inspection as state schools.

If you find that your efforts to follow the advice in this booklet fail, then you should contact the chairman or woman of the school's governing body. As a last resort you could contact your member of parliament or the government minister responsible for education. In Scotland, this is the Secretary of State for Scotland. The addresses of the UK education ministries are given on p15.

More Information

If you are interested in finding out more about bullying, a book listing most of the available literature was published in 1992:

Bullying: An Annotated Bibliography of Literature and Resources by Alison Skinner. From: The National Youth Agency, 17-23 Albion Street, Leicester LEl 6GD. Telephone 0533 471200.

Another useful book is:

Bullying: A Positive Response — Advice for Parents, Governors and Staff in Schools by Delwyn Tattum and Graham Herbert. From: Delwyn Tattum, Faculty of Education, South Glamorgan Institute of Higher Education, Cyncoed Road, Cardiff CF2 6XD.

Three Scottish publications are:

Supporting Schools Against Bullying: the Second SCRE Anti-Bullying Pack. From SCRE, 15 St John St, Edinburgh EH8 8JR.

Action Against Bullying: A Support Pack for Schools by Margaret Johnstone, Pamela Munn and Lynne Edwards. From SCRE, 15 St John St, Edinburgh EH8 8JR.

Bullying in Scottish Secondary Schools by Andrew Mellor. Spotlight 23. Report of a survey. From: SCRE, 15 St John St Edinburgh EH8 8JR.

Helpful Bodies

Please note that this list is not comprehensive and that these details were current at June 1993.

- Advisory Centre for Education. Telephone 071 354 8321 (2–5pm). Advice line for parents — England and Wales only.
- Anti-Bullying Campaign. Telephone 071 378 1446 (9.30–5pm). Advice line for parents and children.
- ChildLine. Free Telephone 0800 1111 or write to Freepost 111, Glasgow, G1 8BR or Freepost 1111, London N1 0BR. Free 24 hour helpline for children and young people in trouble or danger.
- Children's Legal Centre, 20 Compton Terrace, London N1 2UN. Advice line 071 359 6251 (2–5pm). General enquiries: 071 359 9392.
- Kidscape, 152 Buckingham Palace Road, London SW1W 9TR. Telephone 071 730 3300. Bullying counsellor available on Monday and Wednesday only. Publications and advice.
- Parentline, Westbury House, 57 Hart Road, Thundersley, Essex SS7 3PD. Telephone 0268 757077 (national office). Local groups exist. Groups provide support for other parents.
- Scottish Child Law Centre, 170 Hope Street, Glasgow, G2 2TU. General enquiries 041 333 9405. Freephone for under 18s. Telephone: 0800 317 500. Legal advice for parents and children.
- Scottish Council for Research in Education (SCRE), 15 St John Street, Edinburgh EH8 8JR. Telephone 031 557 2944. Publications. For one year from April 1993 SCRE is the base for Andrew Mellor, Anti-Bullying Development Officer (Scotland) who provides advice for local authorities, schools and parents' groups.

Books and Stories for Parents and Children

Reading or being read to can be a good way of encouraging discussion between parents and children. Stories about starting school can help younger children talk about their worries. Older children may feel less isolated after reading about someone else's experiences. Many books, not just those which deal mainly with bullying, can be used. If you want to try this approach here are some things you should do:

- ☑ Read the book before, or with your child.
- ☑ Discuss the story with your child.
- ☑ Remember that the characters in the story may well make mistakes.

There are also some things you should not do:

- ☒ If your child does not enjoy reading do not expect him or her to wade through a long book.
- ☒ Do not assume that the solutions adopted by the book's characters will work for your child.
- ☒ Do not give your child a book to read as a substitute for more positive action.

Many books and stories about bullying have appeared in recent years. Lists are included in the books by Alison Skinner and by Delwyn Tattum and Graham Herbert (see page 21). Your child's school may be able to recommend others to you; as may your local library.

School and Other Contacts

The space on this page can be used to write down important information about your child's school.

SCHOOL

Name .....

Address .....

.....

..... Tel: .....

Headteacher .....

Other contact names (eg depute head, class teacher) .....

.....

.....

.....

School Board /Governors contact .....

Parents Association contact. .....

EDUCATION OFFICES

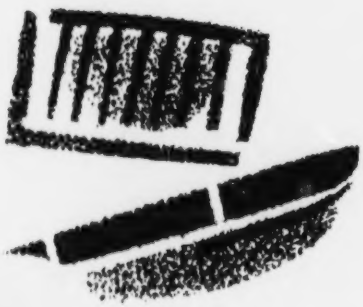
Address .....

.....

..... Tel: .....

Contact name(s) .....

.....



OTHER CONTACTS (eg local councillor, psychological services, social services, member of parliament).

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Acknowledgement

Grateful thanks are offered to everyone who has helped by providing advice, information and comments during the preparation of this booklet.

Schools in the United Kingdom

Although Scottish schools have many similarities to those in England, Wales and Northern Ireland there are important differences. Children transfer from primary to secondary schools a year later, at the age of twelve. Schools are run by regional and island councils under the overall direction of the Scottish Office Education Department. In 1989 school boards were introduced. They have some similarities to boards of governors in England and Wales but with fewer responsibilities. Both have elected parent members. A system of promoted posts in guidance was introduced in 1974. This means that all secondary schools have a number of teachers responsible for the pastoral care of pupils and experienced in interviewing and counselling.

This publication was produced with the support and assistance of the Health Education Board for Scotland

"My daughter has been bullied since she was at primary school. Daily she is called names like 'bitch' and 'slag'. We have tried everything but no-one listens. She has threatened to kill herself. All she wants is to be a happy kid at school with friends"

Children who are bullied feel frightened and powerless to stop it. Many feel it must be their own fault. Their families feel angry and frustrated – and uncertain what to do. This booklet provides practical advice on how families can tackle the problem. Its aim is to help schools get rid of bullying.

Topics include: spotting the danger signs / getting advice / helping victims / contacting the school / good school practice / last resort action.

Andrew Mellor is a teacher experienced in the problems of bullying. He is currently Anti-Bullying Development Officer (Scotland).

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THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

SCHOOL ACTION AGAINST BULLYING

Involving Parents and Non-Teaching Staff

Pamela Munn

SCHOOL ACTION AGAINST BULLYING

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The Scottish Council for Research in Education

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A Victim

"When I was at primary school I got picked on non-stop for two years. No-one talked to me. I hadn't done anything to get blamed for, and I still don't know the reason I got picked on. I wasn't any wealthier or poorer or a different race.

I used to cry myself to sleep every night. I was miserable. My parents knew and they talked to the headmaster but he wasn't interested and said he couldn't do anything about it. My parents knew all the bullies' parents. One girl even lived in the same street and we had been friends since we were two. Like a sheep she dumped me because no-one else talked to me.

This all happened in primary 6 and I have lost nearly all my self-confidence and hate being on my own. I'd hate to think this was happening to anyone else. I have a fear that if one girl doesn't talk to me they will all start again and it will never stop. I don't want it to go on for the rest of my school life. I couldn't cope." (girl, 14)

A Bully

"I have never actually set out to bully someone myself. It usually comes about when someone is being annoyed and provides an amusing reaction that I begin to join in. At the time you do not see it as bullying, although you may have doubts later. I do not think there is anyone at school who has not bullied someone in one way or another." (boy, 16)

A Parent

"My daughter has been bullied since she was at primary school. Daily she is called names like 'bitch' and 'slag'. We have tried everything but no-one listens. She has threatened to kill herself. All she wants is to be a happy kid at school with friends. I don't want any parent to suffer what we have suffered. I shall continue to fight."

A School

"People could either say, 'That's a terrible school because they have bullying', or they could say, 'That's a good school because they are facing up to it.' — we decided to take the risk."

(Headteacher whose school decided to launch an anti-bullying programme)

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1

GETTING STARTED

THIS PACK GIVES information and practical ideas to support school action against bullying. It builds on SCRE's earlier ***Action Against Bullying*** pack by emphasising the need to work with parents and non-teaching staff in developing anti-bullying strategies.

The first pack concentrated on raising awareness among teaching staff and developing a school policy. This pack focuses on involving non-teaching staff and families in tackling bullying. It contains two booklets (one for headteachers, one for parents) and supporting materials.

THIS BOOKLET

This booklet is directed to headteachers. It suggests ways non-teaching staff and school boards or governing bodies can act to support the school against bullying. It also discusses working in cooperation with pupils' families.

The key features of an effective anti-bullying policy are given in chapter 2. For the policy to work, active commitment from all staff, parents and pupils is essential. Suggestions for ways of working with the school community to encourage commitment are in chapters 3 and 4. The key elements in action against bullying are highlighted in the final chapter. The support materials supplied in the pack as photocopying masters are reproduced for reference at the end of the booklet.

The booklets and accompanying materials can be used to:

- raise awareness about bullying as a serious issue
- develop the school's policy against bullying
- evaluate the effectiveness of existing policy
- work with non-teaching staff and parents to combat bullying
- identify and monitor areas in the school which are bully danger zones.

THE SUPPORT MATERIALS

The three symbols which appear in the margins at appropriate points refer the reader to the pack's support and discussion materials.

Scenarios. There are seven scenarios.

Scenarios 1 to 6 are intended for use as discussion starters with non-teaching staff and parents. They illustrate different kinds of bullying behaviour, and raise questions about home-school relations and about the role of non-teaching staff in taking action against bullying. No 'right' answers are given. The intention is to raise awareness about bullying and to promote discussion about how it can be tackled. Scenarios 1–3 are intended for use with auxiliary staff; 4–6 focus on home/school communication.

Scenario 7 provides ideas to help the school prepare its own discussion starters.

Information Sheets. Three information sheets are included.

Information Sheet 1 concentrates on how to improve and develop the playground as an area for constructive play and as a safe environment.

Information Sheet 2 provides an update of books, articles and workshop materials on bullying which have appeared since those listed in the first SCRE pack.

Information Sheet 3 provides information about organisations which can offer advice about bullying.

Finding Out. The three 'finding out' sheets give ideas about finding out about bullying in your own school. Exploring the extent of bullying can be useful in raising awareness. The ways of doing this described can help you as headteacher to establish what pupils, staff and parents think and to locate possible bully 'danger zones'. Finding Out activities also raise the profile of positive action against bullying. However, we recommend that schools only use such exercises if they are determined to follow up the information they collect. To be seen to act is vital if victims are not to feel betrayed.

Finding Out Sheet 1 gives the advantages and disadvantages of different ways of collecting information about bullying.

Finding Out Sheet 2 gives examples from two schools about how they found out about bullying and what they did next.

Finding Out Sheet 3 provides a list of questions for headteachers to use as a self-evaluation checklist.

THE FAMILY BOOKLET

The second booklet in the pack ***(Bullying and how to Fight it)*** is for families. It offers advice and information to pupils and their families about what to do if children are bullied or are bullies at school. The last page of the guide allows space for information specific to individual schools. Schools might like to prepare a list of the appropriate contact names and telephone numbers to pass on to parents so that relevant information can be held in one place. As well as being contained in the pack, the family booklet is sold separately. Suggestions for ways in which headteachers might use the family booklet are given on page 13 of this booklet.

GETTING TOGETHER ABOUT BULLYING

The aim of the pack is to support schools working with their local communities to tackle bullying. The elements in it are designed to support schools and families in working together. Although the family booklet is available separately, it is hoped that schools will use it as a tool to work with all the adults and pupils they are intent on involving. Parents can be playground assistants, dinner supervisors, janitors and cleaning staff; teachers are also parents. The pack can be used most effectively as a whole. Bullying does not take place only in school or stop at the school gate. The pack sees the school as the key to raising awareness about this important issue and to combating it.

2

TAKING ACTION AGAINST BULLYING

BULLYING IS A PROBLEM for a large number of children. During the three months *Childline* operated its bullying line, it logged 7,600 calls. Research has shown that about 1 in 8 children are directly involved in bullying either as bullies or victims. The results are distressing. Victims report the effects — loss of sleep, loss of appetite, inability to concentrate, living in fear of going to school and, in extreme cases, suicide. Other outcomes can be physical injury and under-achievement at school. For bullies, one consequence can be to learn that aggressive behaviour helps them get their own way. Thus successful bullying can contribute to anti-social behaviour in later life.

However, the consequences of bullying are not limited to individual bullies and victims. Schools in which bullies go unchecked can transmit the message to pupils that teachers don't care or that bullying behaviour is acceptable. Schools can become unhappy, stressful places, not just for victims who may truant to avoid being bullied, but for all those who witness bullying and who feel threatened, or helpless, or who are persuaded to join in for fear that their turn will be next.

No school would want to condone bullying and many are actively involved in tackling it. What can schools do?

KEY MESSAGES ABOUT BULLYING

The first SCRE anti-bullying pack included a discussion of the key messages from research and experience. These were:

- Do not think in stereotypes — you will miss incidents if you do. Bullies and victims do not come in standard shapes or sizes.
- Victims and witnesses need to be encouraged to speak up. Secrecy and silence nurture bullying.
- The single most effective thing a school can do to fight bullying is to have an active policy which makes it clear that bullying behaviour will not be tolerated.

These messages remain important. This pack builds on them by suggesting that policies have a better chance of working if the school as a community is committed to them. This means convincing teachers, pupils, parents and non-teaching staff that bullying can be stopped. SCRE's earlier pack was directed largely at teachers. This pack aims to encourage all non-teaching staff and parents to support the schools' action against bullying by involving them in discussions about what bullying is and what can be done about it. Bullying is a serious issue now being confronted throughout Britain, indeed across the world. While the causes of bullying will continue to be debated for some time to come, we know, from Norway, that schools backed by a national anti-bullying campaign can help to cure it.

Key figures in any action are headteachers. Without their active support and leadership, schools will not be as effective in tackling bullying as they could be.

KEY FEATURES OF AN EFFECTIVE POLICY

The single most important thing a school can do to prevent bullying is to have a clear policy to which staff, pupils and parents are committed. This policy should make it explicit that the school will not accept bullying behaviour of any kind.

The policy statement should contain the following:

- a statement about the kinds of behaviour that count as bullying
- what staff, pupils and parents should do if they see, or are told about, bullying taking place
- encouragement to speak up (sometimes it is useful to have a named individual to whom victims and witnesses can talk in confidence)
- procedures for monitoring bullying over the term or year so that danger areas or year groups at risk can be identified
- procedures for contacting the parents of *all* pupils concerned in bullying
- a clear indication of how the headteacher would judge the success of the policy.

For the policy to be effective, the whole school community needs to believe in it and be actively committed to it. Getting commitment means raising awareness that bullying is a serious issue. It also means working out what to do if incidents are reported. Being seen to take all reports of bullying seriously is very important indeed.

GETTING COMMITMENT

No matter how much time is spent on working out a policy and getting the essential points down on paper, the policy statement in itself is only a signal of intent. A policy is only as effective as the action it inspires. There are many competing demands on school time. Working out strategies to prevent bullying and to deal with it take time and energy. Much depends on leadership, in particular the commitment and active support of the headteacher.

For a variety of reasons, getting active commitment from all staff, parents and pupils may not be easy but there are ways in which doubters may be converted.

Teaching staff may not be convinced that bullying is a potential or actual problem. Involving them in collecting and analysing pupils' comments may change their minds. ***Finding Out Sheet 1*** suggests possible ways of doing this.

Non-teaching staff who witness bullying behaviour may not recognise it as such. Involving them in training and discussion about what counts as bullying will help to clarify what the school means by bullying. ***Scenarios 1 to 3*** provide starting points for training.

Pupils may be reluctant to report bullying because of fear of reprisal from the bullies. Encouraging them to write about bullying, or to draw pictures of incidents or situations, is a start. Using the curriculum, drama and role play also helps. When incidents are reported, the school must take them seriously and be seen to act. This reinforces the message that it takes seriously its commitment to get rid of bullying.

Building policy development on bullying into the school development plan is a way of bringing the policy into the mainstream of school life.

Superficially, highlighting action against bullying may be seen as a bad marketing ploy, in that it might deter parents from choosing the school for their children. However,

projecting the school as one which takes its duty of care of pupils seriously, can make it very attractive to parents. Working with parents collectively through the school board or governing body, and parents' groups, in policy development can pay dividends in promoting a positive image of the school.

WHAT COUNTS AS BULLYING?

Bullying can take many forms. Sometimes it involves physical assault such as hitting or kicking. This is the most obvious kind of bullying and is often seen as part of the rough and tumble of everyday school life. This is not so. Children are frightened, bewildered or threatened as a result of bullying. There is a world of difference between a spontaneous fight as a way of resolving a dispute and a deliberately planned assault designed to intimidate and control others. Less visible, but no less distressing, are other forms of bullying such as name-calling, 'sending to Coventry', or taunting.

However, there can be many definitions of bullying. Before a school can tackle it, definitions need to be discussed and a shared understanding reached. ***Scenario 1*** is designed to get discussion going.

While it is not safe to envisage stereotypes of either bullies or victims, victims are usually 'different' in some sense — they may be larger or smaller, have a different hair colour, talk with a different accent, or come from a different part of town. It may be that children with special educational needs are particularly at risk, especially if there is a physical disability. However, and the family booklet emphasises this, bullies will often invent differences and ascribe them to their victims as a way of legitimising bullying. Therefore, although it is important to recognise that certain children may be particularly at risk, it is even more important to realise that any child can become a victim and to act accordingly.

REACTING TO BULLYING INCIDENTS

If you witness bullying behaviour, or if a parent complains that a child has been bullied, or if a report of bullying behaviour comes to your attention, what should you do? Since much depends upon the context in which the incident took place, there is no one right way to react. The first SCRE pack gives a list of helpful 'dos' and 'don'ts' (pages 8–9). Three further points, which emerge from teachers', pupils' and parents' reports about tackling bullying, need to be emphasised.

► **Take the incident or report seriously and be wary of 'labelling' pupils or parents.**

A mother of an 11 year old girl who was being bullied reports, 'I felt it never helped to complain. I seemed to be always up at the school making a fuss and was increasingly dismissed as an over-protective mother'.

The father of a 10 year old boy went to the boy's class teacher to complain that his son had been punched by a classmate over the last two weeks. He was told not to get things out of proportion and to consider that the bully had problems at home.

These responses by the school left parents feeling helpless and frustrated. The schools had transmitted the message that the parents were making a fuss about nothing and were being over-anxious.

► **Offer concrete help, advice, support and feedback to the victims and their families**

The father of a pupil in first year secondary reports, 'Victimisation had gone on for the best part of a year before my son was able to tell anyone about it. I feel very strongly that the crucial thing was that when he did approach the assistant head, no action was taken'.

In this example, the assistant headteacher may well have taken the incident seriously but the lack of any sign of subsequent action suggested that the school didn't care. To be seen to act is vital, otherwise victims and their parents will feel let down. Remember victims and their parents are often highly emotional and vulnerable and they need help. They also need to be told about the action that has been taken and have the reasons for it explained.

► **Encourage the bully to see the victim's point of view**

A senior pastoral care teacher reports, 'Often you get an outpouring of suggested ways to make amends which are over the top and you know are not going to happen. We know it won't always be that easy but in the cases I have come across it has worked'.

This is an account from a teacher in a school developing strategies which are designed to get the bully to empathise with the victim. A number of schools are experimenting with ways of doing this. Such strategies can involve role-play, drama or discussion circles. While these have not yet been evaluated, many of the schools using these approaches report promising results and say that bullies feel remorse and suggest things which would make amends. However, as the teacher above makes clear, sometimes these suggestions are 'over the top'.

MAPPING THE RISKS

No school would want only to rely on reacting to incidents of bullying. The goal is to reduce to a minimum the chances of an incident taking place. However, mapping likely trouble spots can lead to preventative action. You could:

- work with auxiliary staff to observe pupils' behaviour in the playground. Are some children isolated, excluded or friendless? Is 'rough and tumble' a cover for intimidation? Are birthday rituals and rites of passage a cover for bullying?
- encourage teachers to get pupils to write about, or role-play, bullying incidents in English and drama classes
- build discussion about bullying into your social education programme
- develop a questionnaire for pupils.

Finding Out Sheet 1 gives further suggestions. Even if you are sure your school is bully-free, these kinds of activities will provide you and your staff with valuable information which can help ensure it stays that way. Signalling to the school community that bullying is a serious matter that will not be tolerated is the way to reduce it or prevent it happening. However, mapping bullying raises expectations that something will be done. It is better not to carry out any of the activities suggested if there is no real commitment to follow them through with policy development or to involve the school community in tackling bullying.

3

INVOLVING NON-TEACHING AND VISITING STAFF

IT IS VITAL THAT all members of the school know what to do if they become aware of bullying, whether they witness it or are told about it by pupils, parents or other adults.

A CONSISTENT RESPONSE TO BULLYING

This chapter is aimed at getting the whole school to respond consistently to the pupil who speaks up, and also to foster an ethos in which speaking up is the thing to do. Speaking up is not easy for pupils — it goes against the whole culture of not telling which is reinforced by parents, teachers and society, as well as by pupils themselves. For pupils, 'telling' on a bully may actually be dangerous if the school is not seen to support those who report bullying. There is often a gap between policy intention and real practice. Competing demands on time, and the need to react immediately to events, can work against the best of intentions. Two of the most important messages to emerge from research on changing a school's practice are:

- the headteacher is vital to successful innovation. He or she must give a new initiative active support if it is to have any chance of success
- those affected by an innovation need to have a sense of 'ownership' of it, to feel that it is theirs, rather than an idea dreamed up by people who have little understanding of the realities of school life.

THE HEADTEACHER'S ROLE

Headteachers convinced of the importance of eradicating bullying need to transmit this conviction to the school community. To make an anti-bullying policy work, they need to be seen to be actively involved and concerned. There are many different ways of doing this — for example, through chairing a working group, having informal conversations with a range of staff and pupils about how the policy is working, having bullying as a regular item on the agenda for staff meetings.

INVOLVING NON-TEACHING STAFF

Teachers are a vital part of the school community. The first pack suggested ways of raising their awareness about bullying and of involving them in developing policy. However, to stand most chance of success, the policy has to be owned by the whole community of the school — otherwise incidents which take place away from classrooms may go unreported and undermine the message that bullying behaviour will not be tolerated. Moreover, a key feature of school policy will be to encourage victims of bullying and witnesses to speak up. Since children may well not disclose information to a teacher, it is vital that other members of the school community know what to do if they are told about bullying incidents.

Much bullying takes place away from the classroom in areas of the school that may be lightly patrolled or unobserved by teachers, such as playgrounds, corridors, lavatories and the dining hall. There are adults in schools who are not teachers and who may be important witnesses of bullying or whom victims may well confide in. Quite a number of different kinds

of non-teaching staff are to be found in a school, for example special needs auxiliaries, playground supervisors, office staff, the school librarian, janitorial staff, cleaners, laboratory technicians, school nurses, nursery nurses. Involving them in the schools' anti-bullying policy promotes children's safety through ensuring a consistent response to bullying regardless of where it takes place. It also enhances the sense of the school as a community working together for a common purpose.

These adults are important in school life, yet they often get very little training and are seldom involved in staff meetings. How can they be enabled to become actively involved in action against bullying? ***Scenarios 1 to 3*** feature non-teaching staff and can be used to raise awareness of bullying, to build a shared understanding of what counts as bullying and to emphasise the important part such staff can play in preventing it. ***Scenario 7*** offers guidance on preparing scenarios which reflect the circumstances of your own school.

WAYS OF INVOLVING NON-TEACHING STAFF

Telling all non-teaching staff about the key features of the school's policy is the bare minimum. More active involvement through training or membership of a working group on bullying is highly desirable. Schools are now beginning to address how training might be provided for non-teaching staff. What is feasible in one school may well be impractical in another. The table below summarises different kinds of involvement with a brief commentary.

Involvement	Comment
► All non-teaching staff are given written information about the school's anti-bullying policy and the role they are expected to play.	This highlights expectations of involvement and stresses their value as members of the school community. Action is needed to make sure that the information is read and understood.
► Written information is supplemented by a staff meeting at which the headteacher reinforces the anti-bullying message and discussion is encouraged.	The importance of the anti-bullying policy is highlighted through the head's involvement and there is a chance to clarify roles and expectations. Action is needed to encourage discussion and debate to ensure that contributions are valued and not put down or dismissed.
► Non-teaching staff are actively involved with teaching staff in in-service education on bullying.	If it is done well, there is a better chance of understanding issues/roles. It enhances commitment if all staff are seen to be taking it seriously. However, more time and effort is needed to organise this and funding will also be needed.
► Some non-teaching staff are recruited to the school working group to develop and monitor the anti-bullying policy.	This is a practical demonstration of their importance in tackling bullying. The group need to have a clear sense of purpose and skilled leadership is vital to ensure that all have a real role to play.
► Non-teaching staff are involved in exercises to map bullying danger spots and incidents. (More details in ***Finding Out 1***).	These practical tasks give an immediate pay-off if they are followed up by action on reducing bullying.

It is easier to intend to involve non-teaching staff in training and policy development than to do it. The contracting-out of cleaning and other services may mean that certain staff have become more remote from involvement with individual schools with the result that it may be more difficult to interest them in matters of education policy. Furthermore, even where non-teaching staff are interested, finding the resources — of time and money — to provide training can be a problem.

PROVIDING TRAINING

A school taking the involvement of non-teaching staff seriously would need two or three training sessions using the material in the pack or developing its own. A number of matters relating to the provision of such training need to be considered.

Resources — time and money

It is unlikely to be easy to arrange training sessions to accommodate differing working hours and contractual agreements (***Finding Out 2*** discusses how one school had to duplicate sessions to allow staff to attend). However, schools may be able to juggle budgets to pay for non-teaching staff's attendance at training sessions; or staff may attend voluntarily; or work patterns may be altered for the occasion. There will be times of the school term or year when it is easier to arrange training: the beginning and end of terms, for example.

Training methods

Avoiding lectures is important where the aim is to encourage active contributions to a discussion of what bullying is and what to do when aware of it. If small groups are used to discuss scenarios, considerable thought needs to be given to their composition. The school's staff development committee or organiser is likely to have experience in this. Sensitive leaders, able to encourage discussion and value the contributions of all group members, are essential. Involving non-teaching staff in mapping bullying in the school might also be useful. ***Finding Out 1*** and ***2*** make some suggestions.

Training materials

Training materials need to be relevant to the school and task-oriented. The intended purpose of training and the intended outcomes need to be explicit so that all are aware of these. The dangers of being over-demanding or patronising need to be recognised.

Feedback

You, as headteacher, need to convey your appreciation of non-teaching staff involvement in training. Finding out the views of the staff concerned on the strengths and weaknesses of any training activity, and being alert to any effects of training on the reporting of bullying incidents, will emphasise the importance you attach to the involvement of all staff. It will also help in planning future training.

Ethics

All staff need to be reminded about confidentiality. If a victim, having being encouraged to speak up, reports an incident, it does not mean that the details can be discussed with friends and neighbours. To avoid embarrassment, and in some cases inflaming relationships in the local community, 'who' gets told 'what' must be made crystal clear.

WHAT ADULTS IN SCHOOL NEED TO KNOW

As a minimum, it seems essential that non-teaching staff know:

- what counts as bullying behaviour (making clear that it is not only physical aggression, but includes threats, being excluded from groups, name calling...)
- what to do if they witness a bullying incident
- what to do if a child tells them that he or she is being bullied
- what to do if a parent approaches them about bullying.

WHO NEEDS TO KNOW ABOUT THE ANTI-BULLYING POLICY?

Schools are busy places and the list of who needs to know about the school's anti-bullying policy can be quite long. For example it would include bus companies, peripatetic staff, such as specialist music teachers, school social workers, educational psychologists, supply staff and student teachers. Develop your own school's checklist of people who need to know.

VISITING STAFF

All schools have visiting staff at some time, staff who differ in their involvement with any one school as well as in professional backgrounds. Each will have different amounts of knowledge about the school. Some will know it well as regular visitors, others will be strangers. Whether visiting staff can be involved in developing anti-bullying policies depends on the school context and on the availability of the visiting staff for such a purpose. What is important is that such staff know that the school has an anti-bullying policy and are familiar with its key features. Most schools have staff handbooks and induction procedures for new staff. Could these be adapted for visiting staff? At the least, visiting staff should be provided with the basic information on how to react to bullying incidents recommended as necessary for non-teaching staff.

USING DRAMA AND THEATRE GROUPS

Drama is one good way of highlighting the emotions and dilemmas experienced by children who are being bullied. In recent years a number of groups have toured schools giving performances and theatre workshops to both primary and secondary pupils. If these productions are to be used to the full, headteachers should:

- make sure that the messages being given to the children by the theatre group are in line with those given by the school
- insist that class, guidance or personal and social education teachers sit in on the performance and take note of issues raised by the children
- encourage non-teaching staff and visiting staff to sit in on the performance to raise awareness of issues.
- try to be present themselves or, if this is not possible, ask the teacher(s) present to give them a full report
- ensure that any fears or problems that emerge during the performance are adequately dealt with.

If theatre companies give performances which are not followed-up as part of a school's anti-bullying programme, there is a real danger that children may be given advice which is inappropriate in the circumstances, or expectations may be raised which are unfulfilled.

INVOLVING ALL STAFF

The value of involving *all* school staff in anti-bullying strategies is that it helps to ensure a consistent response to bullying incidents. As important, it signals their role as fully involved members of the school community with special knowledge, perhaps, of bullying danger zones. All staff need to be secure and confident in their dealings with pupils. Involving them in anti-bullying activities can be a starting point for involvement in other areas such as truancy and discipline. These are also areas where parental involvement is vital. Chapter 4 considers ways of working with parents and pupils to combat bullying.

4

WORKING WITH PARENTS AND PUPILS

MOST PARENTS care about their children and want school to be a happy and enjoyable experience for them. Working with parents in developing the school's anti-bullying policy signals a willingness to share responsibility. The area of personal and social education, perhaps more than any other, is one where parents and teachers need to work together so that, at the very least, each is aware of the values being transmitted by the other. Specific areas of parental involvement may also include discipline and truancy policy or a programme of personal and social education. Working with parents to develop policy is no easy matter yet — if bullies and victims are to be helped — the active cooperation of parents is a valuable way of reinforcing messages about acceptable behaviour.

WORKING WITH THE PARENTS OF VICTIMS AND BULLIES

Bullying is a highly emotive subject but a calm, patient and understanding approach will be more productive than one where recriminations fly. Parents of victims (as the quotations on pages 5 and 6 remind us) are likely to be upset and anxious to protect their child. This makes treating them seriously and with respect all the more important. Working together to identify ways of tackling the bullying is the goal. This is the message of the family booklet.

Parents of bullies may likewise be upset, anxious and defensive. Here it is important to try and establish a clear picture of events and to stress the unacceptability of the behaviour. Avoid condemning the person, condemn the behaviour. The family booklet stresses the need for all concerned to seek the help and support of the school. As with victims, work out, with parental cooperation, a plan of action.

CONFLICTING VALUES

There may be occasions when parents and children do not accept that their behaviour is out of order: for example, racist or sexist taunts may be seen as normal; or fighting may be regarded as the appropriate way to resolve disputes. There are obvious limits to what schools can do, on their own, to combat racist and sexist taunts, for instance, or to promote discussion and debate rather than physical violence as a way of resolving disputes. While home and school values will not always be a perfect match, parents' trust in teachers' professional expertise, and their general belief that most schools are doing a good job in difficult circumstances, ought not to be underestimated. There is a solid bedrock of parental support for schools which schools can capitalise on in their actions against bullying. Working with local community groups, listening to their concerns, can pay dividends. This can be one way of reaching parents who may be anxious about contacting the school directly.

INVOLVING ALL PARENTS

It is not just the parents of victims or bullies whom the school will want to involve in its anti-bullying policy. Parents of children who witness bullying are important if the school wants its policy to have an impact outside the school gates. There are no neutral observers of bullying. Pupils and parents who look the other way, or are only thankful that they are not involved, are supporting bullying.

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How can you get parents involved? Since most parents are concerned about their children's safety and welfare, it may be far easier to encourage involvement in this than in other aspects of school life. One way is to work through school boards, governing bodies or parents' groups. A headteacher can take the initiative by putting bullying on the agenda for a meeting; or suggesting a scenario, one from the pack or one made up by the school, is used as a focus for discussion; or by drawing attention to the family booklet.

IDEAS FOR SPREADING THE MESSAGE

Parental involvement need not be confined to official channels such as parent teacher associations or school boards. Parents are worried about bullying for various reasons. They may be particularly concerned about the prospect of bullying as a child starts school, transfers from one school stage to another, or changes school.

New parents are one group who may be interested in being involved in developing policy. It might be that you want to target your first year entry: would it be possible to involve key staff (teaching and non-teaching), older pupils and parents in an induction programme for new intakes where action against bullying is a feature?

Could the parents of bullies and victims be persuaded to give the benefit of their experience and share their views on the strengths and weaknesses of school policy and practice?

Could activities for parents and pupils be developed as a way of opening up discussion about bullying under the auspices of the school? School musical or drama productions are one obvious and potentially beneficial way. Considering ways in which the playground might be developed as an educationally stimulating and safe environment is another (***Information 1*** gives guidance on this).

Other ideas: involving parents as helpers in classroom activities or giving pupils project work which has relationships as a theme.

Parents, whether their child is being bullied or not, will have their own ideas and suggestions about how they can contribute. From the school's point of view, the important thing is to encourage and support parents who want to become involved. Parents working productively with the school is the goal. Schools will differ in their approaches, but just as it is important not to stereotype bullies and victims, it is important not to stereotype parents as uninterested, over-anxious or busy bodies.

PUPILS

An important element in stamping out bullying is pupils' willingness to tell. Speaking up is not easy for pupils — it goes against the whole culture of not telling. The school has to signal to pupils that it is all right to tell and that what they say will be taken seriously. Some ideas for encouraging pupils to speak up are given below. You might:

involve pupils in mapping bullying by drawing maps of danger areas in the school

ask some pupils to act as observers in the playground, dining hall, cloakrooms and similar areas

get pupils to design a leaflet or poster advertising the anti-bullying policy

identify pupils who could befriend vulnerable children such as newcomers or others who are different in some way

set up pupil groups to monitor how the school's anti-bullying policy is doing

get pupils to write their own plays or stories about the successful resolution of a bullying problem.

These measures will encourage children to tell. Their reports must be taken seriously. Any indication to the contrary will set back pupils' readiness to tell. For example, if pupils reporting an incident in the playground seen from a classroom window are told off for not paying attention to the lesson in progress, they are unlikely to believe in the school's commitment to stamp out bullying.

WAYS OF USING THE FAMILY BOOKLET

The elements in this pack are designed to support the school and the home in working together. The family booklet is intended to help parents work with and through the school and is included in the pack to enable schools, and the headteacher in particular, take account of its messages.

Headteachers might use the booklet to:

- check the school's procedures for working with the parents of bullies and victims
- review induction procedures for new pupils
- consider their responsibility for pupils' behaviour outside school premises and talk this through with parents.

The family booklet can be used to raise awareness of, and contribute to, the schools' own policy on bullying. Going beyond letting parents know that the booklet exists, the school might:

- use it to talk through with parents' groups the need to combat bullying
- make it available to parents, or issue it to all parents, together with the school policy statement on bullying
- discuss the booklet's contents at a special meeting of the parents of pupils involved in bullying — perhaps where a problem in a particular class or year group has been identified
- keep a stock of booklets available for those parents who express a concern about bullying or whose children may be especially vulnerable, perhaps because they are newcomers to the school or have a disability.

Of course the school might like to purchase copies of the booklet and distribute them to all parents. Doing this, however, despite the investment, would be relatively ineffective unless backed up by other action.

The booklet might also be used with pupils to promote discussion in personal and social education classes or tutor groups, and with staff — both teaching and non-teaching — in in-service training sessions.

As with the other elements of the pack, you are free to photocopy sections of the family booklet to use with parents or in training sessions. Copies can also be bought in bulk by schools wishing to help 'their' parents have easy access to it. (Contact SCRE for details.)

5

KEY ELEMENTS IN ACTION AGAINST BULLYING

THE SINGLE MOST important thing that a school can do to combat bullying is to have an active policy to which all are committed. Each school will have its own ways of creating this condition. No one way will be appropriate for every school — but those things which are important apply equally to all schools! These things are:

- a clear lead and active support by the headteacher
- the belief by the whole school that bullying is a serious issue that needs to be tackled
- a sense of ownership of the policy by key members of the school community, teachers, parents, non-teaching staff, pupils
- an open discussion about what counts as bullying
- an ethos that encourages victims and witnesses to speak up
- a readiness to treat incidents seriously however trivial they may seem at first glance
- a willingness to take action, and to be seen to take action, when bullying is reported
- a school and classroom ethos which promotes respect for the individual.

ADULT ROLE MODELS OF ANTI-BULLYING BEHAVIOUR

It is well known that a school's values are transmitted through the 'hidden' curriculum as well as through the lessons on the timetable. All adults in the school have a vital role as role-models. They need to practise what they preach in terms of anti-bullying and this includes behaviour to each other as well as to pupils. The following checklist is provided as a guide.

Anti-bullying role models:

- ☐ show respect for every child as an individual
- ☐ are aware of vulnerable children
- ☐ criticise the behaviour rather than the child
- ☐ avoid playing favourites
- ☐ are seen to be fair
- ☐ avoid labelling
- ☐ have high expectations of pupils
- ☐ avoid reference to other members of the family ('just like your brother')
- ☐ never give pupils ammunition to use against each other.

How can all adults in schools be alerted to their importance as role models? One way is simply to remind them. Another is to use in-service opportunities to discuss a scenario

featuring a desirable or undesirable role model. Teachers may well be more alert than non-teaching staff to the impact of the hidden curriculum. Could they be enlisted in supporting other adults and helping them to recognise 'hidden' messages?

Schools can make a difference. This pack aims to show that by working with the whole school community, bullying can be fought. It is a continual fight. The very nature of schools as social institutions means that the risk of bullying is always there. Schools can't 'do' bullying in one year and then forget about it. Like effective discipline it needs to be continually worked at. The pace of change in schools may prompt headteachers to say 'not another initiative! We already have more than we can manage'. Yet it is hard to imagine what could be more important.

No child deserves to be bullied. Pupils have the right to learn in an atmosphere free from fear and intimidation.

Schools in the United Kingdom

Although Scottish schools have many similarities to those in England, Wales and Northern Ireland there are important differences. Children transfer from primary to secondary schools a year later, at the age of twelve. Schools are run by regional and island councils under the overall direction of the Scottish Office Education Department. In 1989 school boards were introduced. They have some similarities to boards of governors in England and Wales but with fewer responsibilities. Both have elected parent members. A system of promoted posts in guidance was introduced in 1974. This means that all secondary schools have a number of teachers responsible for the pastoral care of pupils and experienced in interviewing and counselling.

S1

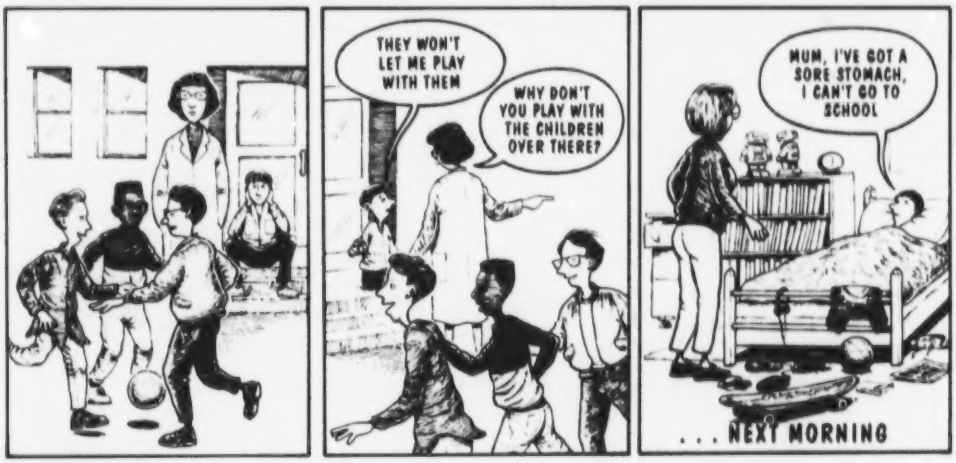
WHAT IS BULLYING?

SCENARIO 1

School 1

GIVE ME YOUR MONEY OR I'LL GET YOU ON THE WAY HOME!
I'M TAKING YOU STRAIGHT TO THE HEADTEACHER!
MUM, I'VE GOT A SORE STOMACH, I CAN'T GO TO SCHOOL
. . . NEXT MORNING

School 2


THEY WON'T LET ME PLAY WITH THEM
WHY DON'T YOU PLAY WITH THE CHILDREN OVER THERE?
MUM, I'VE GOT A SORE STOMACH, I CAN'T GO TO SCHOOL
. . . NEXT MORNING

QUESTIONS

1 Two possible kinds of bullying are shown. What do you think bullying is?

2 What could have happened to

— make the girl threaten her class mate?

— stop the boy joining in?

3 How many other kinds of bullying can you think of?

4 Who reports and discusses what happens in the playground in your school?

Notes

S2

SCENARIO 2

WHAT WOULD YOU DO?

1 The school office

Karen arrives at the school office at 9.30 am. Mrs Jones, the school secretary, looks up.

Karen, sullenly: I'm reporting in late, Mrs Jones.

Mrs Jones, with a sigh: You're always late these days, Karen. You never used to be. Is anything wrong?

Karen bursts into tears and runs off.

2 Mrs Jones finds Karen

Mrs Jones immediately goes to look for Karen. She has always thought her a nice girl and is worried that something may be wrong at home. She guesses that Karen will go to the toilets and sure enough she finds her there, still crying.

Mrs Jones: Come on now, Karen. This isn't like you. What's the matter?

3 Karen tells Mrs Jones about bullying

Karen: Tracey, Anne and Susan are horrible to me. I don't know what I've done. They hang around my house and slag me off all the way to school. So I wait until they've disappeared before I leave. That's why I'm late.

Mrs Jones puts her arm around Karen.

Mrs Jones: There, there. That's all right. Don't upset yourself. You've told me now. I know what to do.

QUESTIONS

1 What do you think Mrs Jones should do and why? What would you do?

2 Are there messages here for Karen's form tutor and year head? Should they have spotted a problem?

3 Change the scenario and see if your views change. For example:

— Karen is always in trouble at school

— Karen's parents are separating and Mrs Jones knows

— Karen is in primary school.

Notes

IT'S NOT MY PLACE TO TELL

A buzz of excitement has gone round the school. An ambulance has arrived, blue lights flashing. David Brown from second year has collapsed and is being rushed to hospital. Nobody seems to know what is wrong.

► 1 *In the staff room*

Maths teacher: Did you hear about David Brown? I hope he'll be all right. It just happened out of the blue.

French teacher: It's funny. He's always seemed a perfectly ordinary boy to me. It's not as if he was under stress or anything. He did quite well in the exams, didn't he?

► 2 *In the janitor's office*

Janitor: Well! It doesn't surprise me one bit that that boy is away to hospital. He's been tormented by Jim Cairns and his gang since he first came here. They hound him from morning till night, calling him names and making fun of him, and taking his money. It'll be stress or one of those panic attacks. Mark my words!

Cleaner: Didn't you tell anybody about all this?

Janitor: Who, me? It's not my place, I'm only the janitor.

► 3 *In the headteacher's office*

The headteacher is on the phone to David's parents.

Headteacher: I don't want to alarm you but David's been taken to hospital. He couldn't get his breath. I'm not sure what the problem is. The hospital asked me if he had been under stress. He has always seemed a happy and well-adjusted boy to me.

► QUESTIONS

1 Why do you think the janitor kept quiet about what he knew?

2 What could be done to encourage him to tell in the future?

3 What do you think the school should do to improve its communication system so that information like this about pupils is shared?

4 Could this situation arise in your school? If so, what can be done to reduce the chances of it happening?

Notes

S4

SCENARIO 4

WHAT REALLY HAPPENED?

► 1 In Helen's house

Helen: I'm bored! There's nothing to do in this place.

Helen's Mum: You're always saying that. What about Anne and Carol? Ask them to come round if you want. They haven't been here for ages.

Helen: I'm not friends with them any more.

Helen's Mum: Oh? What's up?

Helen: Nothing. I'm just not friends with them any more. OK!

► 2 In the supermarket

Helen's Mum meets Carol's Mum.

Helen's Mum: I'm glad I bumped into you. I never see Carol round at our house nowadays. Not so long ago hardly a weekend went past without Helen and Carol going out together somewhere.

Carol's Mum: You know what girls are like. They're always chopping and changing their best friends at their age.

► 3 In Carol's house

Carol's Mum: I was talking to Helen's Mum today. She was saying she hasn't seen you for a long time. Have you fallen out with Helen?

Carol: Everyone's fallen out with Helen! Do you know what she did? She told our teacher that Anne was always picking on her. Now none of the girls in our class are talking to her. That will show her not to tell stories.

► QUESTIONS

1 What should Carol's Mum do?

What are the advantages and disadvantages of

— doing nothing

— getting more information from Carol

— telling Helen's mum

— going to the class teacher?

2 Was anybody being bullied? If so, who?

Notes

DON'T MAKE A FUSS, MUM!

SCENARIO 5

► *1 Mid afternoon*

Mrs Smith arrives home early from work. She has just settled down to a cup of tea when her eldest son John, aged 14, appears. He has a bloody nose, there is blood on his shirt and his anorak is torn.

Mrs Smith: What has happened to you!? What a state you're in! Are you all right?

John (mumbles): I'm OK. It's all right. I fell.

Mrs Smith: You didn't get all that from a fall. Come on let's get you cleaned up and then you can tell me what really happened.

► *2 Later*

Mrs Smith: Well, John, what happened? You may as well tell me yourself before I find out from someone else.

John: It's a gang at school. They beat me up on the way home because I wouldn't give them any money.

Mrs Smith: What? I'm going up to that school first thing tomorrow. What do they think they're playing at? Letting gangs steal money. It's a disgrace! Look at your anorak. Do you know how much that cost? How long I had to work to pay for that?

John (in a panic): Don't go to the school. It'll only make matters worse. They'll get Ian [his younger brother] as well, if they know I've told you. I'll sort it out myself.

Mrs Smith: How?

John : I don't know yet. I'll work out a plan. Please, Mum, don't go to the school.

Mrs Smith: In my day, we gave as good as we got. If your father was here, he would say the same.

John : So you won't go to the school?

Mrs Smith: We'll see.

► **QUESTIONS**

1 Do you think John's mother ought to go to the school? If so, whom should she speak to?

2 Is there any other course of action she might take?

3 What do you think John should do?

4 What would you do if your child arrived home like John ?

5 Would it make a difference if John had been younger? Why?

Notes

S6

SCENARIO 6

MR JONES TAKES A STAND

1 The headteacher's study

Mr Jones has made an appointment to see the headteacher of his son's secondary school. His son has reluctantly admitted to being bullied by a gang of boys. He is being taunted, called names and generally being made miserable.

Headteacher: Hello, Mr Jones. This is Mr Cook who is in charge of guidance and pupils' general welfare in the school.

Mr Jones: I thought that was your job.

Headteacher: Well, of course, it is my job in the end but Mr Cook here has special responsibility for it. Now, what seems to be the problem? You said something about William being bullied?

Mr Jones: That's right. He's being called names, nasty things are shouted at him. He's being intimidated. He's really unhappy. I want it stopped. It's George Bell that's at the bottom of it.

Mr Cook: Let's leave George out of it for the moment. Do you not think you're over-reacting, Mr Jones? After all, this is part of growing up. Tell William to take no notice and George Bell will soon get fed up and stop.

Mr Jones: Do you think I would have taken time off work to come up here and see you, if I wasn't worried? William is miserable. It's making him ill. You've no idea what's going on under your noses. I've heard stories about this school that would make your hair curl. There's fights in the playground, there's gangs going around and I've even heard that drug pushing is going on. You sit there and tell me I'm over-reacting. You're under-reacting!

Headteacher: Now just a minute, Mr Jones. You've made some serious allegations. Just calm down.

Mr Jones: Calm down! It's not your son that's being bullied. I'm going to tell the papers. That's the only way to get any action round here.

QUESTIONS

1 How could the headteacher have handled the situation better?

2 Is there a role here for the school board/governing body?

3 Could Mr Jones have done things differently?

4 What do you think the best outcome would be?

Notes

WRITE YOUR OWN SCENARIO

The scenarios in this pack can cover only a small number of examples of bullying. Why not write your own? Or ask teachers, parents, pupils or other groups to help? These will take account of your own circumstances. You could adapt them for use with teachers, pupils, parents and non-teaching staff.

There are some things to bear in mind before you start writing.

► ***1 Be clear about the purpose of each scenario***

— Is it to raise awareness about bullying?

— Is it to prompt discussion on different ways of tackling bullying?

— Is it to focus on home-school relations?

and so on...

► ***2 Be clear about the audience***

Is the scenario for use with teachers, pupils, parents, school boards, auxiliary staff, other agencies such as social workers, or educational psychologists?

► ***3 Keep scenarios short***

Beware of introducing unnecessary details which might distract from the central focus.

► ***4 Ask open questions***

Do not suggest a particular right answer. Ask people what they would do in similar circumstances.

► ***5 Think about using cartoons, drawings, photographs as well as text to develop your scenarios***

These could also be a way of finding out about bullying from pupils in your school. Leaving speech bubbles empty for participants to fill in is an interesting variant (try it on Scenario 1). ***Finding Out 1*** is relevant to this.

► ***6 Think through the issue you want to discuss***

Examples might be:

— bullying in a small village community

— working with community groups to combat bullying

— working with an aggressive child in infants

— bullying outside school, eg on buses, walking to and from school

— bully gangs from different schools.

Notes

DOES BULLYING EXIST IN YOUR SCHOOL? 1

1. ASKING PUPILS

The main way of finding out if bullying exists in your school is to ask the pupils. This can be done in different ways. Each has advantages and disadvantages. Think through the purpose of finding out before deciding which method to use.

— If it is to convince sceptics on the staff about the existence of bullying, then a questionnaire to ALL pupils is more likely to convince than a few random observations.

— In contrast, if it is to get a better idea of particular kinds of bullying behaviour, and you are pretty sure when and where it happens, observation may be more appropriate.

Whatever approach is adopted, you need time to devise a way of collecting information, analysing it, and writing it up. You also need to think through how you will use the information once collected. There is no point in collecting information for its own sake. All this does is raise false expectations.

The advantages and disadvantages of different approaches are given below.

► 1 Developing a questionnaire

PRO Gets staff thinking about what they want to find out, eg kinds of bullying, where/when it happens.

Pupils can complete questionnaires anonymously.

It is possible to survey all pupils and get a general picture of the nature and extent of bullying.

CON Time is needed to develop the questionnaire and pilot it to ensure the questions make sense.

Someone has to analyse the responses and write up a brief report.

Written questionnaires are not useful for young children or those with reading or writing difficulties.

► 2 Setting aside a time for each class or year group to discuss bullying

PRO Gets staff thinking about key aspects of bullying.

It is less labour-intensive than using a questionnaire.

It does not disadvantage young children or poor readers or writers.

CON Since this is not confidential, discussion however sensitively handled may underestimate the incidence of bullying.

By encouraging bravado discussion may overestimate the incidence.

Some staff will be better than others in raising the issue and so there will be problems of getting a true picture across the school.

Subjective reporting of discussion by staff is unavoidable, though a form with headings designed to aid reporting back would help.

► 3 Getting the staff to ask a year group or class to write about or draw their experience of bullying as victims, bullies or witnesses

PRO Responses can be anonymous although handwriting is sometimes recognisable.

An open approach lets pupils define what they mean by bullying, ie 'a bully is somebody who...'

It is open to all pupils.

CON Someone has to read responses/drawings and write a brief report.

There is a risk of 'imaginative' descriptions unless clear instructions are given.

►

► 4 *Observing areas of the school where there are opportunities for bullying such as playgrounds, lavatories, corridors*

PRO Observation can be done in short bursts over a couple of days.

It can be unobtrusive.

Senior pupils could be involved.

Auxiliaries could be involved.

Parents could help.

CON Observers need to be clear what they are looking for: some forms of bullying are easier to spot than others. Training for observers will be needed.

A recording sheet of some sort will be needed. This will need time to devise and test out.

Someone will need to read over the recording sheets and pull the information together.

This is unlikely to give a general picture of the incidence of bullying — it will provide snapshots rather than a panorama.

2. ASKING STAFF AND OTHER ADULTS

Pupils are often the best source of information about bullying because they are being asked about their own school experience. Staff, parents and community groups can provide another perspective. It would be unwieldy to devise questionnaires for these groups. Instead think about the following:

— working with a small group to develop a questionnaire for pupils

— working with a small group on observation exercises such as outlined above

— arranging a meeting to talk through the school's policy.

PRO This signals a serious intention to tackle bullying.

It also signals a wish to work with parents and others.

CON The amount of time, preparation and effort needed.

Doing this raises expectations and implies speedy action. Can you deliver?

UNSOLICITED INFORMATION

Once bullying is brought out into the open, and discussed among the school community, bullying of pupils by a teacher or a member of the non-teaching staff may emerge. There are no fool-proof ways of tackling this. We would stress the following:

— the school policy on bullying can extend into a discussion of expectations of how *all* members of the school community should behave towards each other

— anticipate problems and consider potential solutions before being confronted with this issue

— work with staff to identify potential solutions, perhaps using a scenario to raise the issue

— failure to tackle the problem of adults bullying children signals that such bullying is acceptable.

Notes

TWO CASE STUDIES OF SCHOOL ACTION

1. PUPILS TAKE AN INITIATIVE

After considerable national publicity about bullying in schools, some senior pupils approached the headteacher to offer to help if there was a need in the school. Although no particular bullying problem was felt to exist, this was clearly an interesting and valuable opportunity to build on pupils' concerns.

Stage 1

The first stage was that separate workshops were arranged for the senior year groups. These were run by the headteacher and the social education co-ordinator and started with groups of about eight pupils working together to fill in a simple questionnaire about bullying. Then group discussion of various scenarios took place (the scenarios were written within the school). Similar workshops were arranged for the fourth year, and scenarios for this year group were written.

Stage 2

These workshops raised awareness of the general issues involved, and what might constitute bullying within the context of the school. Information from the questionnaires was also used to construct scenarios for younger year groups to discuss. It was agreed that since the initiative had come from the senior pupils, years five and six would be invited to set up and run the workshops for the first, second and third years. As they had all had experience of a staff-led workshop they were happy to use the same format and an amended questionnaire and different, age-appropriate, scenarios were produced. The guidance staff provided back-up and talked through any difficulties and referrals that came up in the workshop discussions. On the whole, these workshops were well received by the younger pupils.

Stage 3

During the weeks following these workshops, staff noticed a marked increase in reports of bullying from pupils. This seemed to show a greater awareness of the availability of adult help and an appreciation of the necessity of staff paying attention to reports, however trivial.

Stage 4

The teaching staff had spent some of an in-service day on a talk and a workshop run by an outside speaker. This was extended within the school by two sessions for ancillary staff which aimed to develop some potentially stronger lines of communication within the school run by the headteacher and the social education co-ordinator. One was attended by administrative staff and dinner ladies and the second by kitchen staff and cleaners (the impossibility of getting them together at the same time meant that there had to be two meetings). A set of written scenarios was provided for the administrative staff and dinner ladies.

Outcomes

The issues raised in all these meetings and workshops throughout one half term certainly brought personal behaviour and bullying relationships under close scrutiny. The headteacher used the information from the questionnaires to make all departments aware of how staff could be watchful in their own subject areas and of potentially high risk places in the school environment.

The school seems to have taken all of this on board very positively, understanding not only that complacency about bullying is misguided but also that such situations will always tend to arise in any part of life or institution. The fact that the initiative arose from pupils, gave it considerable power in terms of acceptability, perceptional accuracy and information flow. On a broader front it also increased the atmosphere of community within the school.

The outcome has been chiefly to reduce the likelihood that bullying will become a problem in the school since lines of communication are now open and recognised. In addition, a few previously unnoticed situations in which bullying might occur have come to the attention of staff, and again pupils are accepting the importance of their roles in controlling bullying now it has become more exposed to discussion.

2. USING A QUESTIONNAIRE

A principal teacher of guidance reports his school's experience:

"We didn't really think that we had a big bullying problem at our school – but we wanted to get pupils and teachers talking about the issue. We devised a questionnaire and asked all the pupils to fill it in. Much to our surprise, they all took it very seriously and there were no 'spoilt papers'.

The results

The results showed that some children *were* being bullied, particularly those in the second year. It was quite a shock to read what the children wrote. One girl said she was being picked on so much that she HATED (her underlining and capitals) the school and wanted to move away.

The teachers discussed the results at a special meeting called by the guidance department and the children did the same during social education lessons.

Outcomes

The questionnaire was a useful way of getting people interested in bullying. We used it to help us draw up our school policy and bullying is now regularly discussed during social education lessons.

The children now know that it's OK to talk about bullying and they often tell the teachers about it before things get out of hand.

The questionnaire was fine as a way of starting discussions about bullying but the only sure way of knowing when it starts to flare up, is for pupils, teachers and parents to speak openly about it."

Notes

HOW WELL IS YOUR POLICY WORKING? 3

SELF-EVALUATION CHECKLIST

A key question about any new development is, ' How good is it?'
You will want to know how well your school's anti-bullying policy is working.
The questions below form a self-evaluation checklist.

► 1 Bullying incidents

- ▷ How many bullying incidents were reported last term? Is this higher or lower than last term? Is this 'good' or 'bad'. Who reported them?
- ▷ What kinds of bullying took place?
- ▷ Were particular pupils, age groups or locations involved?
- ▷ What can be inferred from this analysis about procedures for reporting incidents?
  - are the procedures clear?
  - are the procedures being used?
- ▷ If there are patterns to last term's incidents, what can be done to avoid a repetition this term?

► 2 Supporting victims

- ▷ Is there someone pupils can talk to in confidence? Who? Has this person (or have these people) been trained in dealing with bullying?
- ▷ How many parents of victims have been:
  - informed
  - consulted

  about a course of action?
- ▷ What strategies in supporting victims seem to have worked?

► 3 Working with the school community

- ▷ Who have been active in developing and implementing policy?

  teachers parents school board/governing body
  pupils non-teaching staff community groups other
- ▷ How have they been involved?

  in-service training mapping exercises discussion
  curriculum development school drama, musical etc other
- ▷ Is there any member of staff with special expertise in tackling bullying? If so, can this expertise be developed among other members of the school community?
- ▷ What are the priorities in tackling bullying for next term? Why?

Notes

IMPROVING SCHOOL GROUNDS, BREAKS AND PLAYTIMES

A lot of bullying takes place outside the classroom — much of it in the playground or the wider school grounds. Organisations involved in work on the school environment believe that the quality of this has an effect on pupil behaviour. There are written materials available which teachers could use to stimulate debate on improving the school environment, including playground issues and staff / pupil relationships outside the classroom. The following lists offer a starting point but are not comprehensive.

ORGANISATIONS OFFERING ADVICE

The following organisations can offer advice or information about play and the school environment.

► **Learning Through Landscapes Trust**
3rd Floor, Southside Offices, Law Courts, Winchester, Hampshire. SO23 9DL. Tel: 0962 846 258.

This organisation provides information on good and new practice about the management of play and the impact of the school environment on behaviour. It has recently completed two years of research into this subject, due to be published in autumn 1993 as *Special Places for Special People*.

► **Grounds for Learning**
c/o Education Section, Scottish Natural Heritage, Battleby, Perth, PH1 3EW. Tel: 0738 27921.

This is a forum bringing together a wide variety of professionals involved in the improvement of school grounds in Scotland. The group aims to provide advice and ideas for developing school grounds to support both the formal and informal curriculum.

► **National Centre For Play**
Moray House Institute of Education, Heriot-Watt University, Cramond Road North, Edinburgh. EH4 6JD. Tel: 031 312 6001 extn 292.

The centre is interested in promoting positive play opportunities and provides an information, training and research base for all aspects of play and play work.

► **National Play Information Centre**
359–361 Euston Road, London, NW1 3AL. Telephone 071 383 5455.

The centre holds information on anything to do with play and runs an enquiry service. Some information sheets on specific topics are available.

READING MATERIAL

Alison Skinner's bibliography (*Bullying: an Annotated Bibliography of Literature and Resources*. National Youth Agency, Youth Work Press) contains sections on playtime and playgrounds, research, policy and strategy, including lunchtime supervision, and parents and their involvement in school. ***Information Sheet 2*** in this pack gives details of recent general publications. See also the Information Sheets in the first SCRE pack.

The use of the whole school environment

COURT, Liz (1991). Our school grounds, *Streetwise* 7. Summer 1991, p34 [primary].

DAVIES, Chris (1990). Ravenor playground project. *Streetwise* 2, Spring 1990, pp17-18. [middle school].

LUCAS, Bill (1991). School Landscapes for the 90's, *Streetwise 6*. Spring 1991, pp5-6.

SONONON, L. *Making Playgrounds*. A pack designed to help schools transform their playgrounds. Available from Community Service Volunteers, 237 Pentonville Road, London N1 9NJ.

TITMAN, Wendy (1990). Vision and provision: rethinking the school playground. *Streetwise* 2, Spring 1990, pp14-16, [primary].

YOUNG, Shelagh *et al* (1991). Environmental education. *Times Educational Supplement Special Report*, June 21, 1991. pp41-49. 15 articles covering various topics including playgrounds.

Playground behaviour

ANDREWS, C *and* HINTON, S (1991). *Enhancing the Quality of Play in School Playgrounds: a pilot project.* [The aim of the research was ' to improve the quality of children's play in primary school playgrounds by piloting workshops for lunchtime supervisors. Appendices include survey forms, a list of contents for indoor and outdoor 'play ideas' boxes and of ideas for playground activities. Details from the National Play Information Centre, address above.]

BLATCHFORD, P (1989). *Playtime in the Primary School: problems and improvements.* NFER-NELSON.

ROSS, Carol *and* RYAN, Amanda (1990). *Can I stay in today, Miss? Improving the School Playground.* Trentham Books.

SHARP, S *and* SMITH, P K (1992). Bullying in UK schools: the DES Sheffield Bullying Project, *Early Child Development and Care* , 77, pp47-55.

primary

BARNETT, Yvonne (1988). Miss, girls don't like playing big games; they only like playing little games: gender differences in the use of playground space. *Primary Teaching Studies.* 4, (1), pp42-52.

BLATCHFORD, Peter, CREESER, Rosemary *and* MOONEY, Ann (1990). Playground games and playtime: the children's view. *Educational Research*, 32, (3), Winter 1990, pp163-174.

BOULTON, Michael J (1991). In defence of playtime: the positive side to life on the primary school playground. *Links*, 16, (3), Summer 1991, pp21-23.

BOULTON, M J (1992). Participation in playground activities at middle school, *Educational Research* , 34, (3), Winter 1992, [useful references including playground bullying].

PINK, H *and* BROWNLEE, L (1988). Playground politics: pairing off. *Times Educational Supplement*, February 1988. [When 4th and 1st year primary school children were 'twinned' in class the older children were seen to intervene on behalf of their younger 'twins' in the playground].

secondary

PLEYDELL, Peter J (1990). Playground violence, *Education Today*, 40, (3), September 1990 pp26-31.

Safety in the playground

FARRELL, Michael (1989). Playgrounds, play and the role of accident research. *Safety Education*, Spring 1989, p6-8.

KING, Karen *and* BALL, David (1989). Playing Safe! *Safety Education*, Autumn 1989, p20-21.

Staff/ pupil relationships outside the classroom

EVANS, John (1990). Teacher/child interaction during yard duty: the Australian experience. *Education 3-13*, 18, (2), June 1990, pp48-54.

HOLMES, R (1991). Playtime and teacher intervention. *Curriculum and Teaching*, 6, (2), 1991, p85.

IMICH, Andre *and* JEFFERIES, Kath (1989). Management of lunchtime behaviour. *Support For Learning*, 4, (1), February 1989, pp46-52 [primary but could provide a stimulus to secondary school thinking; useful references].

O'ROURKE, Mavis (1989). In the playground, *The Best of SET, Discipline.* New Zealand Council for Education Research and Australian Council for Education Research. [intermediate school, 11 year and 12 year olds.]

Notes

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GENERAL BOOKS AND ARTICLES: PUBLICATIONS SINCE 1990

There has been an upsurge in publications on bullying since 1990. A key source of information is Alison Skinner's *Bullying: An Annotated Bibliography of Literature and Resources* (published in 1992 by the National Youth Agency, Youth Work Press, 17-23 Albion Street, Leicester LE1 6GD in association with the Calouste Gulbenkian Foundation). The following books and articles provide starting points. See *'Action Against Bullying'* (the first SCRE pack) for other materials.

BOULTON, Michael J *and* UNDERWOOD, Kerry (1992). Bully/ victim problems among middle school children. *British Journal of Educational Psychology*, 61, 1, February 1992, pp73–87.

ELLIOT, Michele (*ed*) (1991). *Bullying, a Practical Guide to Coping for Schools*. Longmans.

FONTAINE, Jean (1991). *Bullying: the child's view*. Gulbenkian Foundation, Turnaround Distribution.

GILLARD, Derek (1992). First steps in facing the problem of bullying. *Forum*, 34, 2, Spring 1992, pp53–56. [middle school, 9–13 years. Headteacher describes how his school is attempting to deal with bullying.]

HAIGH, Gerald (1992). 'An intractable problem'. *TES*, June 12th 1992. [Lists a selection of materials to help deal with bullying.]

KEISE, Celestine, (1992). *Sugar and Spice? bullying in single-sex schools*. Trentham Books.

MAINES, B *and* ROBINSON, G (1991). Don't beat the bullies! *Educational Psychology in Practice*, 7, 3, October 1991, pp168–172. [This article suggests that the primary focus of plans to reduce bullying should be upon the feelings and status of the bully.]

MOLE, Karen Bryant (1992). *Bullying: what's happening?* Wayland.

TATTUM, Delwyn *and* HERBET, Graham (1993). *Countering Bullying: initiatives by schools and local authorities*. Trentham Books.

TATTUM, Delwyn (*ed*) (forthcoming 1993). *Understanding and Managing Bullying*. Heinemann.

WITNEY, Irene *and* SMITH, Peter K (1993). Bullying in junior/ middle and secondary schools. *Educational Research*, 35, 1 Spring 1993.

WORKSHOP, RESEARCH AND TRAINING MATERIALS

The following are examples of materials that are available or which are presently being developed. They can be used to raise awareness about bullying and develop strategies for tackling it.

ACTION AGAINST BULLYING: A Support Pack for Schools (1992)

— M Johnstone, P Munn, and L Edwards, SCRE.

This pack consists of a booklet and support materials for use in school staff development and policy action groups. The materials offer practical ideas for individual teachers and the school. The booklet has two main sections: 'Identifying Bullying, Bullies and Victims' and 'Anti-Bullying Action'. The support materials include • Action on Policy papers to help plan, develop and publicise a practical anti-bullying policy • Scenarios: discussion starters illustrating different kinds of bullying • Information Sheets: listing curriculum materials and ideas for in-service. This pack was distributed free to all schools in the UK.

Contact Point: Book Sales, SCRE, 15 St John Street, Edinburgh EH8 8JR. Telephone: 031 557 2944.

A POSITIVE APPROACH TO BULLYING: a workshop for professionals involved with children/young people from nursery to further education (1992)

— Eve Brock

This training pack provides a one-day workshop in which teachers and others involved with children and young people examine (the) issue of bullying, and how the school/college can take a positive, pro-active approach towards it. Materials include: • guidelines for the facilitator/ • discussion and exercise handouts / • case studies/ • further reading and useful addresses lists, all printed on card for photocopying. The facilitator should be experienced in group-work and preferably in experiential training methods.

Contact Point: Longman, Harlow, Essex.

PROMOTING POSITIVE RELATIONSHIPS: Bully Proofing Our School *(publication due autumn 1993)*

— A McLean, Strathclyde Region Psychological Service

Promoting Positive Relationships aims to offer a framework and process to allow schools (primary, secondary and special) to analyse and manage the problem of bullying. It fosters a whole-school approach and a joint partnership among pupils, parents and teachers. It includes a training programme for teachers, parents and senior pupils (primary and secondary), workshops and curriculum programmes (primary and secondary). It will also contain a section on practical ideas for the playground, guidelines for assessing bullying problems and self-reporting survey questionnaires.

Contact Point: Alan McLean, Strathclyde Region Education Department, Clyde House, 170 Kilbourne Road, Clydebank, Glasgow G81.

SPEAK UP: an anti-bullying resource pack (1992).

— Scottish Consultative Council onthe Curriculum

Originally published by Lothian Region. Includes: an introduction to the materials, *The Roadshow*, video and transcript; a musical play about bullying, *It's No' just Rough and Tumble*, with musical score and an audio cassette of music; notes, ideas and activities; and reference materials including a copy of the booklet, *Bullying: a positive response* (D P Tattum and G Herbet) and 'Bully-Free Zone' poster and stickers.

Contact Point: Scottish Consultative Council on the Curriculum, Information and Marketing Services, Gardyne Road, Broughty Ferry, Dundee, DD5 1NY.

STAMP OUT BULLYING/ NO BLAME APPROACH: Videos and material

— Lame Duck Publishing

These videos and support materials (others are in preparation) aim to provide workshop materials which will help schools to develop two types of intervention strategies: those which reduce bullying and those which enable teachers to intervene effectively when it happens.

Contact Point: Lame Duck Publishing, 10 South Terrace, Redland, Bristol, BS6 6TG.

WE DON'T HAVE BULLIES HERE

— Valerie E Besag

Resource materials for INSET and further developments — for primary and secondary schools, and colleges. Includes OHPs and a menu of eight workshops. ISBN 0952 0237 09.

Contact Point: Valerie Besag, 57 Manor House Road, Jesmond, Newcastle-upon-Tyne NE2 2LY.

DFE SHEFFIELD BULLYING PROJECT

This major project (funded by the Department for Education) monitored the effectiveness of a number of intervention packages which were tried out in 23 schools. A final report on the project findings, together with a draft package of materials for schools, will be prepared for the DFE in Autumn 1993.

Contact Point: Project Director: Professor Peter K. Smith, Department of Psychology, PO Box 603, University of Sheffield, Sheffield S10 2UR.

Notes

ORGANISATIONS OFFERING ADVICE

Please note that not all these organisations are solely (or primarily) concerned with bullying. This list is not comprehensive. The details were current at June 1993.

► **Advisory Centre for Education**
Tel: 071 354 8321 (2–5pm). Advice line for parents — England and Wales only.

► **Anti-Bullying Campaign**
Tel: 071 378 1446 (9.30–5pm).
ABC offers help, support and advice to parents and children, victims and bullies. ABC will also refer people to other organisations who can help.

► **ChildLine**
Tel: 0800 1111. Or write to Freepost 1111, Glasgow, G1 8BR or Freepost 1111, London N1 0BR.
Free 24 hour helpline offering confidential counselling to children and young people in trouble or danger.

► **Children's Legal Centre**
20 Compton Terrace, London N1 2UN. Advice line Tel: 071 359 6251 (2–5pm). General enquiries: 071 359 9392 (10–1pm; 2–5pm)
Free and confidential service.

► **Kidscape**
152 Buckingham Palace Road, London SW1W 9TR. Bullying counsellor available on Monday and Wednesday only. Tel: 071 730 3300.
Publications and advice for parents, teachers and children.

► **Parentline**
Westbury House, 57 Hart Road, Thundersley, Essex, SS7 3PD. National office Tel: 0268 757077.
Parentline groups are run by trained volunteer parents who want to help other parents. Local groups exist throughout England. Parents should consult their local telephone directory. There are also groups in Dublin and Belfast. Scottish callers can telephone the Newcastle group on 091 281 4881, 10am–1pm Tuesday and Thursday, 7pm–10pm Monday, Wednesday and Friday or telephone the national office for information.

► **Scottish Child Law Centre**
170 Hope Street, Glasgow, G2 2TU. General enquiries Tel: 041 333 9405. Freephone for under 18s. Telephone: 0800 317 500.
Legal advice for parents and children.

► **Scottish Council for Research in Education (SCRE)**
15 St John Street, Edinburgh EH8 8JR. Tel: 031 557 2944.
Publications. For one year from April 1993 SCRE is the base for Andrew Mellor, Anti-Bullying Development Officer (Scotland) who provides advice for local authorities, schools and parents' groups. Does not provide advice to individual parents or children.

Notes

The single most effective thing a school can do is to have an active policy which makes it clear that bullying will not be tolerated.

A policy has a better chance of working if everyone in the school is committed to it. Each school must find its own way of achieving this, taking account of its own circumstances. This booklet suggest ways in which schools can encourage parents and non-teaching staff to participate in school action against bullying.

Pamela Munn, Depute Director at SCRE, has led a number of studies on how schools tackle problems such as discipline, truancy and bullying and also on aspects of school management.

ISBN 0-947833-78-1
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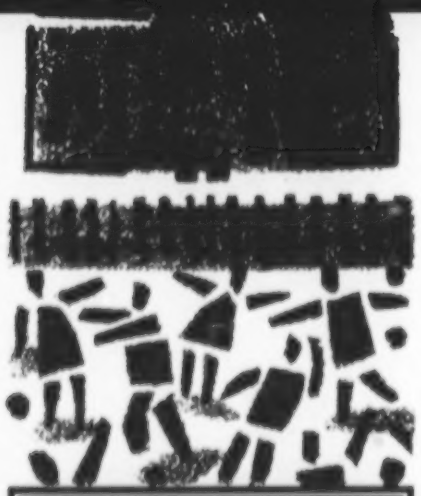
THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION



SUPPORTING SCHOOLS AGAINST BULLYING

The Second SCRE Anti-Bullying Pack

SUPPORTING SCHOOLS AGAINST BULLYING

The Second SCRE Anti-Bullying Pack £10.00

'Supporting Schools Against Bullying' is about involving everyone in anti-bullying action—with a special focus on families, parents' groups and non-teaching staff. The pack contains two booklets. One is a guide for families (see below). The other, *School Action Against Bullying: involving parents and non-teaching staff* (by Pamela Munn), provides guidance for headteachers on involving the whole-school community in the school's anti-bullying policy. There are also three sets of photocopiable materials:

- 'Scenario' discussion starters for training sessions
- Information on publications and useful organisations
- Ways of finding out about bullying in your school.

Pamela Munn has led a number of studies on aspects of school management and discipline-related problems. She is Depute Director at SCRE.

The first SCRE pack ***(Action Against Bullying)***, published in 1992, concentrated on raising awareness among teaching staff and developing a school policy. (Price £6.00)

BULLYING AND HOW TO FIGHT IT: A Guide for Families (Andrew Mellor) £3.25

Children who are bullied feel frightened and powerless. Many feel it must be their own fault. Their families feel angry and frustrated—and uncertain what to do. This booklet provides practical advice on how families can tackle the problem. Its aim is to help schools get rid of bullying.

Topics include: spotting the danger signs / getting advice / helping victims / contacting the school / good school practice / last resort action.

Andrew Mellor is a teacher experienced in the problems of bullying. He is currently Anti-Bullying Development Officer (Scotland).

PRICES FOR BULK ORDERS (10 COPIES OR MORE OF ANY ONE ITEM TO THE SAME ADDRESS) AVAILABLE ON REQUEST.

ORDER FORM

Quantity	Title			Total
	Supporting Schools Against Bullying Pack	@	£10.00	£
	Bullying—a guide for families	@	£ 3.25	£
	Action Against Bullying Pack	@	£ 6.00	£
			Total	£
			**Postage if applicable*	£
			Total payment enclosed	£

NAME .....

ADDRESS .....

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*Price includes postage within the UK. Elsewhere add £2.50

MAKE CHEQUES PAYABLE TO SCRE. ALL REMITTANCES IN STERLING PLEASE

SEND to: Scottish Council for Research in Education, 15 St John Street, EDINBURGH EH8 8JR Tel: 031 557 2944

THE SCOTTISH COUNCIL FOR RESEARCH IN EDUCATION

SUPPORT MATERIALS

Contents

Scenarios
1 What is bullying?
2 What would you do?
3 It's not my place to tell
4 What really happened?
5 Don't make a fuss, Mum!
6 Mr Jones takes a stand
7 Write your own scenario

Finding out
1 Does bullying exist in your school?
2 Two case studies of school action
3 How well is your policy working?

Information Sheets
1 Improving school grounds, breaks and playtimes
2 Information update
3 Organisations offering advice

This pack has been designed for use by schools as part of their anti-bullying programmes. You are free to photocopy the support materials for your own use.

Copies of the pack, and of the families' booklet which is also sold separately, are available from: SCRE Booksales, 15 St John Street, Edinburgh EH8 8JR (Telephone 031-557 2944).

Discounts are available on bulk purchases, details on application.

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WHAT IS BULLYING?

School 1

GIVE ME YOUR MONEY OR I'LL GET YOU ON THE WAY HOME!
I'M TAKING YOU STRAIGHT TO THE HEADTEACHER!
MUM, I'VE GOT A SORE STOMACH, I CAN'T GO TO SCHOOL
. . . NEXT MORNING

School 2

THEY WON'T LET ME PLAY WITH THEM
WHY DON'T YOU PLAY WITH THE CHILDREN OVER THERE?
MUM, I'VE GOT A SORE STOMACH, I CAN'T GO TO SCHOOL
. . . NEXT MORNING

QUESTIONS

1 Two possible kinds of bullying are shown. What do you think bullying is?

2 What could have happened to

— make the girl threaten her class mate?

— stop the boy joining in?

3 How many other kinds of bullying can you think of?

4 Who reports and discusses what happens in the playground in your school?

Notes

WHAT WOULD YOU DO?

SCENARIO 2

1 The school office

Karen arrives at the school office at 9.30 am. Mrs Jones, the school secretary, looks up.

Karen, sullenly: I'm reporting in late, Mrs Jones.

Mrs Jones, with a sigh: You're always late these days, Karen. You never used to be. Is anything wrong?

Karen bursts into tears and runs off.

2 Mrs Jones finds Karen

Mrs Jones immediately goes to look for Karen. She has always thought her a nice girl and is worried that something may be wrong at home. She guesses that Karen will go to the toilets and sure enough she finds her there, still crying.

Mrs Jones: Come on now, Karen. This isn't like you. What's the matter?

3 Karen tells Mrs Jones about bullying

Karen: Tracey, Anne and Susan are horrible to me. I don't know what I've done. They hang around my house and slag me off all the way to school. So I wait until they've disappeared before I leave. That's why I'm late.

Mrs Jones puts her arm around Karen.

Mrs Jones: There, there. That's all right. Don't upset yourself. You've told me now. I know what to do.

QUESTIONS

1 What do you think Mrs Jones should do and why? What would you do?

2 Are there messages here for Karen's form tutor and year head? Should they have spotted a problem?

3 Change the scenario and see if your views change. For example:

— Karen is always in trouble at school

— Karen's parents are separating and Mrs Jones knows

— Karen is in primary school.

Notes

IT'S NOT MY PLACE TO TELL

A buzz of excitement has gone round the school. An ambulance has arrived, blue lights flashing. David Brown from second year has collapsed and is being rushed to hospital. Nobody seems to know what is wrong.

► 1 In the staff room

Maths teacher: Did you hear about David Brown? I hope he'll be all right. It just happened out of the blue.

French teacher: It's funny. He's always seemed a perfectly ordinary boy to me. It's not as if he was under stress or anything. He did quite well in the exams, didn't he?

► 2 In the janitor's office

Janitor: Well! It doesn't surprise me one bit that that boy is away to hospital. He's been tormented by Jim Cairns and his gang since he first came here. They hound him from morning till night, calling him names and making fun of him, and taking his money. It'll be stress or one of those panic attacks. Mark my words!

Cleaner: Didn't you tell anybody about all this?

Janitor: Who, me? It's not my place. I'm only the janitor.

► 3 In the headteacher's office

The headteacher is on the phone to David's parents.

Headteacher: I don't want to alarm you but David's been taken to hospital. He couldn't get his breath. I'm not sure what the problem is. The hospital asked me if he had been under stress. He has always seemed a happy and well-adjusted boy to me.

► QUESTIONS

1. Why do you think the janitor kept quiet about what he knew?
2. What could be done to encourage him to tell in the future?
3. What do you think the school should do to improve its communication system so that information like this about pupils is shared?
4. Could this situation arise in your school? If so, what can be done to reduce the chances of it happening?

Notes

WHAT REALLY HAPPENED?

SCENARIO 4

► 1 *In Helen's house*

Helen: I'm bored! There's nothing to do in this place.

Helen's Mum: You're always saying that. What about Anne and Carol? Ask them to come round if you want. They haven't been here for ages.

Helen: I'm not friends with them any more.

Helen's Mum: Oh? What's up?

Helen: Nothing. I'm just not friends with them any more. OK!

► 2 *In the supermarket*

Helen's Mum meets Carol's Mum.

Helen's Mum: I'm glad I bumped into you. I never see Carol round at our house nowadays. Not so long ago hardly a weekend went past without Helen and Carol going out together somewhere.

Carol's Mum: You know what girls are like. They're always chopping and changing their best friends at their age.

► 3 *In Carol's house*

Carol's Mum: I was talking to Helen's Mum today. She was saying she hasn't seen you for a long time. Have you fallen out with Helen?

Carol: Everyone's fallen out with Helen! Do you know what she did? She told our teacher that Anne was always picking on her. Now none of the girls in our class are talking to her. That will show her not to tell stories.

► QUESTIONS

1 What should Carol's Mum do?

What are the advantages and disadvantages of

— doing nothing

— getting more information from Carol

— telling Helen's mum

— going to the class teacher?

2 Was anybody being bullied? If so, who?

Notes

DON'T MAKE A FUSS, MUM!

SCENARIO 5

► 1 Mid afternoon

Mrs Smith arrives home early from work. She has just settled down to a cup of tea when her eldest son John, aged 14, appears. He has a bloody nose, there is blood on his shirt and his anorak is torn.

Mrs Smith: What has happened to you!? What a state you're in! Are you all right?

John (mumbles): I'm OK. It's all right. I fell.

Mrs Smith: You didn't get all that from a fall. Come on let's get you cleaned up and then you can tell me what really happened.

► 2 Later

Mrs Smith: Well, John, what happened? You may as well tell me yourself before I find out from someone else.

John: It's a gang at school. They beat me up on the way home because I wouldn't give them any money.

Mrs Smith: What? I'm going up to that school first thing tomorrow. What do they think they're playing at? Letting gangs steal money. It's a disgrace! Look at your anorak. Do you know how much that cost? How long I had to work to pay for that?

John (in a panic): Don't go to the school. It'll only make matters worse. They'll get Ian [his younger brother] as well, if they know I've told you. I'll sort it out myself.

Mrs Smith: How?

John : I don't know yet. I'll work out a plan. Please, Mum, don't go to the school.

Mrs Smith: In my day, we gave as good as we got. If your father was here, he would say the same.

John : So you won't go to the school?

Mrs Smith: We'll see.

► QUESTIONS

1 Do you think John's mother ought to go to the school? If so, whom should she speak to?

2 Is there any other course of action she might take?

3 What do you think John should do?

4 What would you do if your child arrived home like John ?

5 Would it make a difference if John had been younger? Why?

Notes

SCENARIO 6

MR JONES TAKES A STAND

1 The headteacher's study

Mr Jones has made an appointment to see the headteacher of his son's secondary school. His son has reluctantly admitted to being bullied by a gang of boys. He is being taunted, called names and generally being made miserable.

Headteacher: Hello, Mr Jones. This is Mr Cook who is in charge of guidance and pupils' general welfare in the school.

Mr Jones: I thought that was your job.

Headteacher: Well, of course, it is my job in the end but Mr Cook here has special responsibility for it. Now, what seems to be the problem? You said something about William being bullied?

Mr Jones: That's right. He's being called names, nasty things are shouted at him. He's being intimidated. He's really unhappy. I want it stopped. It's George Bell that's at the bottom of it.

Mr Cook: Let's leave George out of it for the moment. Do you not think you're over-reacting, Mr Jones? After all, this is part of growing up. Tell William to take no notice and George Bell will soon get fed up and stop.

Mr Jones: Do you think I would have taken time off work to come up here and see you, if I wasn't worried? William is miserable. It's making him ill. You've no idea what's going on under your noses. I've heard stories about this school that would make your hair curl. There's fights in the playground, there's gangs going around and I've even heard that drug pushing is going on. You sit there and tell me I'm over-reacting. You're under-reacting!

Headteacher: Now just a minute, Mr Jones. You've made some serious allegations. Just calm down.

Mr Jones: Calm down! It's not your son that's being bullied. I'm going to tell the papers. That's the only way to get any action round here.

QUESTIONS

1 How could the headteacher have handled the situation better?

2 Is there a role here for the school board/governing body?

3 Could Mr Jones have done things differently?

4 What do you think the best outcome would be?

Notes

WRITE YOUR OWN SCENARIO

The scenarios in this pack can cover only a small number of examples of bullying. Why not write your own? Or ask teachers, parents, pupils or other groups to help? These will take account of your own circumstances. You could adapt them for use with teachers, pupils, parents and non-teaching staff.

There are some things to bear in mind before you start writing.

► ***1 Be clear about the purpose of each scenario***

— Is it to raise awareness about bullying?

— Is it to prompt discussion on different ways of tackling bullying?

— Is it to focus on home-school relations?

and so on...

► ***2 Be clear about the audience***

Is the scenario for use with teachers, pupils, parents, school boards, auxiliary staff, other agencies such as social workers, or educational psychologists?

► ***3 Keep scenarios short***

Beware of introducing unnecessary details which might distract from the central focus.

► ***4 Ask open questions***

Do not suggest a particular right answer. Ask people what they would do in similar circumstances.

► ***5 Think about using cartoons, drawings, photographs as well as text to develop your scenarios***

These could also be a way of finding out about bullying from pupils in your school. Leaving speech bubbles empty for participants to fill in is an interesting variant (try it on Scenario 1). ***Finding Out 1*** is relevant to this.

► ***6 Think through the issue you want to discuss***

Examples might be:

— bullying in a small village community

— working with community groups to combat bullying

— working with an aggressive child in infants

— bullying outside school, eg on buses, walking to and from school

— bully gangs from different schools.

Notes

F1

DOES BULLYING EXIST IN YOUR SCHOOL? 1

1. ASKING PUPILS

The main way of finding out if bullying exists in your school is to ask the pupils. This can be done in different ways. Each has advantages and disadvantages. Think through the purpose of finding out before deciding which method to use.

— If it is to convince sceptics on the staff about the existence of bullying, then a questionnaire to ALL pupils is more likely to convince than a few random observations.

— In contrast, if it is to get a better idea of particular kinds of bullying behaviour, and you are pretty sure when and where it happens, observation may be more appropriate.

Whatever approach is adopted, you need time to devise a way of collecting information, analysing it, and writing it up. You also need to think through how you will use the information once collected. There is no point in collecting information for its own sake. All this does is raise false expectations.

The advantages and disadvantages of different approaches are given below.

► 1 Developing a questionnaire

PRO Gets staff thinking about what they want to find out, eg kinds of bullying, where/when it happens.

Pupils can complete questionnaires anonymously.

It is possible to survey all pupils and get a general picture of the nature and extent of bullying.

CON Time is needed to develop the questionnaire and pilot it to ensure the questions make sense.

Someone has to analyse the responses and write up a brief report.

Written questionnaires are not useful for young children or those with reading or writing difficulties.

► 2 Setting aside a time for each class or year group to discuss bullying

PRO Gets staff thinking about key aspects of bullying.

It is less labour-intensive than using a questionnaire.

It does not disadvantage young children or poor readers or writers.

CON Since this is not confidential, discussion however sensitively handled may underestimate the incidence of bullying.

By encouraging bravado discussion may overestimate the incidence.

Some staff will be better than others in raising the issue and so there will be problems of getting a true picture across the school.

Subjective reporting of discussion by staff is unavoidable, though a form with headings designed to aid reporting back would help.

► 3 Getting the staff to ask a year group or class to write about or draw their experience of bullying as victims, bullies or witnesses

PRO Responses can be anonymous although handwriting is sometimes recognisable.

An open approach lets pupils define what they mean by bullying, ie 'a bully is somebody who...'

It is open to all pupils.

CON Someone has to read responses/drawings and write a brief report.

There is a risk of 'imaginative' descriptions unless clear instructions are given.

►

► 4 *Observing areas of the school where there are opportunities for bullying such as playgrounds, lavatories, corridors*

PRO Observation can be done in short bursts over a couple of days.

It can be unobtrusive.

Senior pupils could be involved.

Auxiliaries could be involved.

Parents could help.

CON Observers need to be clear what they are looking for: some forms of bullying are easier to spot than others. Training for observers will be needed.

A recording sheet of some sort will be needed. This will need time to devise and test out.

Someone will need to read over the recording sheets and pull the information together.

This is unlikely to give a general picture of the incidence of bullying — it will provide snapshots rather than a panorama.

2. ASKING STAFF AND OTHER ADULTS

Pupils are often the best source of information about bullying because they are being asked about their own school experience. Staff, parents and community groups can provide another perspective. It would be unwieldy to devise questionnaires for these groups. Instead think about the following:

— working with a small group to develop a questionnaire for pupils

— working with a small group on observation exercises such as outlined above

— arranging a meeting to talk through the school's policy.

PRO This signals a serious intention to tackle bullying.

It also signals a wish to work with parents and others.

CON The amount of time, preparation and effort needed.

Doing this raises expectations and implies speedy action. Can you deliver?

UNSOLICITED INFORMATION

Once bullying is brought out into the open, and discussed among the school community, bullying of pupils by a teacher or a member of the non-teaching staff may emerge. There are no fool-proof ways of tackling this. We would stress the following:

— the school policy on bullying can extend into a discussion of expectations of how *all* members of the school community should behave towards each other

— anticipate problems and consider potential solutions before being confronted with this issue

— work with staff to identify potential solutions, perhaps using a scenario to raise the issue

— failure to tackle the problem of adults bullying children signals that such bullying is acceptable.

Notes

TWO CASE STUDIES OF SCHOOL ACTION 2

1. PUPILS TAKE AN INITIATIVE

After considerable national publicity about bullying in schools, some senior pupils approached the headteacher to offer to help if there was a need in the school. Although no particular bullying problem was felt to exist, this was clearly an interesting and valuable opportunity to build on pupils' concerns.

Stage 1

The first stage was that separate workshops were arranged for the senior year groups. These were run by the headteacher and the social education co-ordinator and started with groups of about eight pupils working together to fill in a simple questionnaire about bullying. Then group discussion of various scenarios took place (the scenarios were written within the school). Similar workshops were arranged for the fourth year, and scenarios for this year group were written.

Stage 2

These workshops raised awareness of the general issues involved, and what might constitute bullying within the context of the school. Information from the questionnaires was also used to construct scenarios for younger year groups to discuss. It was agreed that since the initiative had come from the senior pupils, years five and six would be invited to set up and run the workshops for the first, second and third years. As they had all had experience of a staff-led workshop they were happy to use the same format and an amended questionnaire and different, age-appropriate, scenarios were produced. The guidance staff provided back-up and talked through any difficulties and referrals that came up in the workshop discussions. On the whole, these workshops were well received by the younger pupils.

Stage 3

During the weeks following these workshops, staff noticed a marked increase in reports of bullying from pupils. This seemed to show a greater awareness of the availability of adult help and an appreciation of the necessity of staff paying attention to reports, however trivial.

Stage 4

The teaching staff had spent some of an in-service day on a talk and a workshop run by an outside speaker. This was extended within the school by two sessions for ancillary staff which aimed to develop some potentially stronger lines of communication within the school run by the headteacher and the social education co-ordinator. One was attended by administrative staff and dinner ladies and the second by kitchen staff and cleaners (the impossibility of getting them together at the same time meant that there had to be two meetings). A set of written scenarios was provided for the administrative staff and dinner ladies.

Outcomes

The issues raised in all these meetings and workshops throughout one half term certainly brought personal behaviour and bullying relationships under close scrutiny. The headteacher used the information from the questionnaires to make all departments aware of how staff could be watchful in their own subject areas and of potentially high risk places in the school environment.

The school seems to have taken all of this on board very positively, understanding not only that complacency about bullying is misguided but also that such situations will always tend to arise in any part of life or institution. The fact that the initiative arose from pupils, gave it considerable power in terms of acceptability, perceptional accuracy and information flow. On a broader front it also increased the atmosphere of community within the school.

The outcome has been chiefly to reduce the likelihood that bullying will become a problem in the school since lines of communication are now open and recognised. In addition, a few previously unnoticed situations in which bullying might occur have come to the attention of staff, and again pupils are accepting the importance of their roles in controlling bullying now it has become more exposed to discussion.

2. USING A QUESTIONNAIRE

A principal teacher of guidance reports his school's experience:

"We didn't really think that we had a big bullying problem at our school – but we wanted to get pupils and teachers talking about the issue. We devised a questionnaire and asked all the pupils to fill it in. Much to our surprise, they all took it very seriously and there were no 'spoilt papers'.

The results

The results showed that some children *were* being bullied, particularly those in the second year. It was quite a shock to read what the children wrote. One girl said she was being picked on so much that she HATED (her underlining and capitals) the school and wanted to move away.

The teachers discussed the results at a special meeting called by the guidance department and the children did the same during social education lessons.

Outcomes

The questionnaire was a useful way of getting people interested in bullying. We used it to help us draw up our school policy and bullying is now regularly discussed during social education lessons.

The children now know that it's OK to talk about bullying and they often tell the teachers about it before things get out of hand.

The questionnaire was fine as a way of starting discussions about bullying but the only sure way of knowing when it starts to flare up, is for pupils, teachers and parents to speak openly about it."

Notes

HOW WELL IS YOUR POLICY WORKING? 3

SELF-EVALUATION CHECKLIST

A key question about any new development is, ' How good is it?'
You will want to know how well your school's anti-bullying policy is working.
The questions below form a self-evaluation checklist.

► 1 Bullying incidents

- ▷ How many bullying incidents were reported last term? Is this higher or lower than last term? Is this 'good' or 'bad'. Who reported them?
- ▷ What kinds of bullying took place?
- ▷ Were particular pupils, age groups or locations involved?
- ▷ What can be inferred from this analysis about procedures for reporting incidents?

  are the procedures clear?

  are the procedures being used?
- ▷ If there are patterns to last term's incidents, what can be done to avoid a repetition this term?

► 2 Supporting victims

- ▷ Is there someone pupils can talk to in confidence? Who? Has this person (or have these people) been trained in dealing with bullying?
- ▷ How many parents of victims have been:

  informed
  consulted

  about a course of action?
- ▷ What strategies in supporting victims seem to have worked?

► 3 Working with the school community

- ▷ Who have been active in developing and implementing policy?

  teachers parents school board/governing body
  pupils non-teaching staff community groups other
- ▷ How have they been involved?

  in-service training mapping exercises discussion
  curriculum development school drama, musical etc other
- ▷ Is there any member of staff with special expertise in tackling bullying? If so, can this expertise be developed among other members of the school community?
- ▷ What are the priorities in tackling bullying for next term? Why?

Notes

IMPROVING SCHOOL GROUNDS, BREAKS AND PLAYTIMES

A lot of bullying takes place outside the classroom — much of it in the playground or the wider school grounds. Organisations involved in work on the school environment believe that the quality of this has an effect on pupil behaviour. There are written materials available which teachers could use to stimulate debate on improving the school environment, including playground issues and staff / pupil relationships outside the classroom. The following lists offer a starting point but are not comprehensive.

ORGANISATIONS OFFERING ADVICE

The following organisations can offer advice or information about play and the school environment.

► **Learning Through Landscapes Trust**
3rd Floor, Southside Offices, Law Courts, Winchester, Hampshire. SO23 9DL. Tel: 0962 846 258.

This organisation provides information on good and new practice about the management of play and the impact of the school environment on behaviour. It has recently completed two years of research into this subject, due to be published in autumn 1993 as *Special Places for Special People*.

► **Grounds for Learning**
c/o Education Section, Scottish Natural Heritage, Battleby, Perth, PH1 3EW. Tel: 0738 27921.

This is a forum bringing together a wide variety of professionals involved in the improvement of school grounds in Scotland. The group aims to provide advice and ideas for developing school grounds to support both the formal and informal curriculum.

► **National Centre For Play**
Moray House Institute of Education, Heriot-Watt University, Cramond Road North, Edinburgh, EH4 6JD. Tel: 031 312 6001 extn 292.

The centre is interested in promoting positive play opportunities and provides an information, training and research base for all aspects of play and play work.

► **National Play Information Centre**
359–361 Euston Road, London, NW1 3AL. Telephone 071 383 5455.

The centre holds information on anything to do with play and runs an enquiry service. Some information sheets on specific topics are available.

READING MATERIAL

Alison Skinner's bibliography (*Bullying: an Annotated Bibliography of Literature and Resources*. National Youth Agency, Youth Work Press) contains sections on playtime and playgrounds, research, policy and strategy, including lunchtime supervision, and parents and their involvement in school. ***Information Sheet 2*** in this pack gives details of recent general publications. See also the Information Sheets in the first SCRE pack.

The use of the whole school environment

COURT, Liz (1991). Our school grounds. *Streetwise* 7. Summer 1991, p34 [primary].

DAVIES, Chris (1990). Ravenor playground project. *Streetwise* 2, Spring 1990, pp17-18. [middle school].

LUCAS, Bill (1991). School Landscapes for the 90's. *Streetwise 6*. Spring 1991, pp5-6.

SONONON, L. *Making Playgrounds*. A pack designed to help schools transform their playgrounds. Available from Community Service Volunteers, 237 Pentonville Road, London N1 9NJ.

TITMAN, Wendy (1990). Vision and provision: rethinking the school playground. *Streetwise* 2, Spring 1990, pp14-16. [primary].

YOUNG, Shelagh *et al* (1991). Environmental education. *Times Educational Supplement Special Report*, June 21, 1991, pp41-49. 15 articles covering various topics including playgrounds.

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Playground behaviour

ANDREWS, C *and* HINTON, S (1991). *Enhancing the Quality of Play in School Playgrounds: a pilot project.* [The aim of the research was ' to improve the quality of children's play in primary school playgrounds by piloting workshops for lunchtime supervisors. Appendices include survey forms, a list of contents for indoor and outdoor 'play ideas' boxes and of ideas for playground activities. Details from the National Play Information Centre, address above.]

BLATCHFORD, P (1989). *Playtime in the Primary School: problems and improvements.* NFER-NELSON.

ROSS, Carol *and* RYAN, Amanda (1990). *Can I stay in today, Miss? Improving the School Playground.* Trentham Books.

SHARP, S *and* SMITH, P K (1992). Bullying in UK schools: the DES Sheffield Bullying Project. *Early Child Development and Care* , 77, pp47-55.

primary

BARNETT, Yvonne (1988). Miss, girls don t like playing big games; they only like playing little games: gender differences in the use of playground space. *Primary Teaching Studies*, 4, (1), pp42-52.

BLATCHFORD, Peter, CREESER, Rosemary *and* MOONEY, Ann (1990). Playground games and playtime: the children's view. *Educational Research*, 32, (3), Winter 1990, pp163-174.

BOULTON, Michael J (1991). In defence of playtime: the positive side to life on the primary school playground. *Links*, 16, (3), Summer 1991, pp21-23.

BOULTON, M J (1992). Participation in playground activities at middle school. *Educational Research* , 34, (3), Winter 1992. [useful references including playground bullying].

PINK, H *and* BROWNLEE, L (1988). Playground politics: pairing off. *Times Educational Supplement*, February 1988. [When 4th and 1st year primary school children were 'twinned' in class the older children were seen to intervene on behalf of their younger 'twins' in the playground].

secondary

PLEYDELL, Peter J (1990). Playground violence. *Education Today*, 40, (3), September 1990 pp26-31.

Safety in the playground

FARRELL, Michael (1989). Playgrounds, play and the role of accident research. *Safety Education*, Spring 1989, p6-8.

KING, Karen *and* BALL, David (1989). Playing Safe! *Safety Education*, Autumn 1989, p20-21.

Staff/ pupil relationships outside the classroom

EVANS, John (1990). Teacher/child interaction during yard duty: the Australian experience. *Education 3-13*, 18, (2), June 1990, pp48-54.

HOLMES, R (1991). Playtime and teacher intervention. *Curriculum and Teaching*, 6, (2), 1991, p85.

IMICH, Andre *and* JEFFERIES, Kath (1989). Management of lunchtime behaviour. *Support For Learning*, 4, (1), February 1989, pp46-52 [primary but could provide a stimulus to secondary school thinking; useful references].

O'ROURKE, Mavis (1989). In the playground. *The Best of SET, Discipline*. New Zealand Council for Education Research and Australian Council for Education Research. [intermediate school, 11 year and 12 year olds.]

Notes

GENERAL BOOKS AND ARTICLES: PUBLICATIONS SINCE 1990

There has been an upsurge in publications on bullying since 1990. A key source of information is Alison Skinner's *Bullying: An Annotated Bibliography of Literature and Resources* (published in 1992 by the National Youth Agency, Youth Work Press, 17-23 Albion Street, Leicester LE1 6GD in association with the Calouste Gulbenkian Foundation). The following books and articles provide starting points. See *'Action Against Bullying'* (the first SCRE pack) for other materials.

BOULTON, Michael J *and* UNDERWOOD, Kerry (1992). Bully/victim problems among middle school children. *British Journal of Educational Psychology*, 61, 1, February 1992, pp73–87.

ELLIOT, Michele (*ed*) (1991). *Bullying, a Practical Guide to Coping for Schools*. Longmans.

FONTAINE, Jean (1991). *Bullying: the child's view*. Gulbenkian Foundation, Turnaround Distribution.

GILLARD, Derek (1992). First steps in facing the problem of bullying. *Forum*, 34, 2, Spring 1992, pp53–56. [middle school, 9–13 years. Headteacher describes how his school is attempting to deal with bullying.]

HAIGH, Gerald (1992). 'An intractable problem'. *TES*, June 12th 1992. [Lists a selection of materials to help deal with bullying.]

KEISE, Celestine, (1992). *Sugar and Spice? bullying in single-sex schools*. Trentham Books.

MAINES, B *and* ROBINSON, G (1991). Don't beat the bullies! *Educational Psychology in Practice*, 7, 3, October 1991, pp168–172. [This article suggests that the primary focus of plans to reduce bullying should be upon the feelings and status of the bully.]

MOLE, Karen Bryant (1992). *Bullying: what's happening?* Wayland.

TATTUM, Delwyn *and* HERBET, Graham (1993). *Countering Bullying: initiatives by schools and local authorities*. Trentham Books.

TATTUM, Delwyn (*ed*) (forthcoming 1993). *Understanding and Managing Bullying*. Heinemann.

WITNEY, Irene *and* SMITH, Peter K (1993). Bullying in junior/middle and secondary schools, *Educational Research*, 35, 1 Spring 1993.

WORKSHOP, RESEARCH AND TRAINING MATERIALS

The following are examples of materials that are available or which are presently being developed. They can be used to raise awareness about bullying and develop strategies for tackling it.

ACTION AGAINST BULLYING: A Support Pack for Schools (1992)

— M Johnstone, P Munn, and L Edwards, SCRE.

This pack consists of a booklet and support materials for use in school staff development and policy action groups. The materials offer practical ideas for individual teachers and the school. The booklet has two main sections: 'Identifying Bullying, Bullies and Victims' and 'Anti-Bullying Action'. The support materials include • Action on Policy papers to help plan, develop and publicise a practical anti-bullying policy • Scenarios: discussion starters illustrating different kinds of bullying • Information Sheets: listing curriculum materials and ideas for in-service. This pack was distributed free to all schools in the UK.

Contact Point: Book Sales, SCRE, 15 St John Street, Edinburgh EH8 8JR. Telephone: 031 557 2944.

A POSITIVE APPROACH TO BULLYING: a workshop for professionals involved with children/young people from nursery to further education (1992)

— Eve Brock

This training pack provides a one-day workshop in which teachers and others involved with children and young people examine (the) issue of bullying, and how the school/college can take a positive, pro-active approach towards it. Materials include: • guidelines for the facilitator/ • discussion and exercise handouts / • case studies/ • further reading and useful addresses lists, all printed on card for photocopying. The facilitator should be experienced in group-work and preferably in experiential training methods.

Contact Point: Longman: Harlow, Essex.

PROMOTING POSITIVE RELATIONSHIPS: Bully Proofing Our School *(publication due autumn 1993)*

— A McLean, Strathclyde Region Psychological Service

Promoting Positive Relationships aims to offer a framework and process to allow schools (primary, secondary and special) to analyse and manage the problem of bullying. It fosters a whole-school approach and a joint partnership among pupils, parents and teachers. It includes a training programme for teachers, parents and senior pupils (primary and secondary), workshops and curriculum programmes (primary and secondary). It will also contain a section on practical ideas for the playground, guidelines for assessing bullying problems and self-reporting survey questionnaires.

Contact Point: Alan McLean, Strathclyde Region Education Department, Clyde House, 170 Kilbourne Road, Clydebank, Glasgow G81.

SPEAK UP: an anti-bullying resource pack (1992).

— Scottish Consultative Council onthe Curriculum

Originally published by Lothian Region. Includes: an introduction to the materials, *The Roadshow*, video and transcript; a musical play about bullying, *It's No' just Rough and Tumble*, with musical score and an audio cassette of music; notes, ideas and activities; and reference materials including a copy of the booklet, *Bullying: a positive response* (D P Tattum and G Herbet) and 'Bully-Free Zone' poster and stickers.

Contact Point: Scottish Consultative Council on the Curriculum, Information and Marketing Services, Gardyne Road, Broughty Ferry, Dundee, DD5 1NY.

STAMP OUT BULLYING/ NO BLAME APPROACH: Videos and material

— Lame Duck Publishing

These videos and support materials (others are in preparation) aim to provide workshop materials which will help schools to develop two types of intervention strategies: those which reduce bullying and those which enable teachers to intervene effectively when it happens.

Contact Point: Lame Duck Publishing, 10 South Terrace, Redland, Bristol, BS6 6TG.

WE DON'T HAVE BULLIES HERE

— Valerie E Besag

Resource materials for INSET and further developments — for primary and secondary schools, and colleges. Includes OHPs and a menu of eight workshops. ISBN 0952 0237 09.

Contact Point: Valerie Besag, 57 Manor House Road, Jesmond, Newcastle-upon-Tyne NE2 2LY.

DFE SHEFFIELD BULLYING PROJECT

This major project (funded by the Department for Education) monitored the effectiveness of a number of intervention packages which were tried out in 23 schools. A final report on the project findings, together with a draft package of materials for schools, will be prepared for the DFE in Autumn 1993.

Contact Point: Project Director: Professor Peter K. Smith, Department of Psychology, PO Box 603, University of Sheffield, Sheffield S10 2UR.

Notes

ORGANISATIONS OFFERING ADVICE

Please note that not all these organisations are solely (or primarily) concerned with bullying. This list is not comprehensive. The details were current at June 1993.

► **Advisory Centre for Education**
Tel: 071 354 8321 (2–5pm). Advice line for parents — England and Wales only.

► **Anti-Bullying Campaign**
Tel: 071 378 1446 (9.30–5pm).
ABC offers help, support and advice to parents and children, victims and bullies. ABC will also refer people to other organisations who can help.

► **ChildLine**
Tel: 0800 1111. Or write to Freepost 1111, Glasgow, G1 8BR or Freepost 1111, London N1 0BR.
Free 24 hour helpline offering confidential counselling to children and young people in trouble or danger.

► **Children's Legal Centre**
20 Compton Terrace, London N1 2UN. Advice line: Tel: 071 359 6251 (2–5pm). General enquiries: 071 359 9392 (10–1pm; 2–5pm)
Free and confidential service.

► **Kidscape**
152 Buckingham Palace Road, London SW1W 9TR. Bullying counsellor available on Monday and Wednesday only. Tel: 071 730 3300.
Publications and advice for parents, teachers and children.

► **Parentline**
Westbury House, 57 Hart Road, Thundersley, Essex, SS7 3PD. National office Tel: 0268 757077.
Parentline groups are run by trained volunteer parents who want to help other parents. Local groups exist throughout England. Parents should consult their local telephone directory. There are also groups in Dublin and Belfast. Scottish callers can telephone the Newcastle group on 091 281 4881, 10am–1pm Tuesday and Thursday, 7pm–10pm Monday, Wednesday and Friday or telephone the national office for information.

► **Scottish Child Law Centre**
170 Hope Street, Glasgow, G2 2TU. General enquiries Tel: 041 333 9405. Freephone for under 18s. Telephone: 0800 317 500.
Legal advice for parents and children.

► **Scottish Council for Research in Education (SCRE)**
15 St John Street, Edinburgh EH8 8JR. Tel: 031 557 2944.
Publications. For one year from April 1993 SCRE is the base for Andrew Mellor, Anti-Bullying Development Officer (Scotland) who provides advice for local authorities, schools and parents' groups. Does not provide advice to individual parents or children.

Notes